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The bibliography is one of several volumes pursuing role theory, role of the public school teacher, and the relationships between teacher role and the problems of teacher recruitment. Three bibliographic studies consolidate previous research in the role area. Two additional bibliographic studies were prepared and are reported in Volume D--Bibliographies on role methodology and propositions. These two volumes are similar and should be read consecutively.

A systematic and technical study is made of the documents interpreting the information for use in the proposed research. The results serve as a guide for terms and concepts to be used, thus partially answering the need for a common system of terms and concepts in role theory by attempting to find central foci and to develop concensus as to terms.

The bibliography on role terms has 67 entries annotated with definition of role terms and concepts. There is a supplementary bibliography with 66 additional entries. The concept of role conflict is handled in a similar manner with 52 annotated bibliographic entries (1945-1959) designating the nature of the study (discussion, empirical) and giving role conflict definitions.

Empirical studies are limited to those references dealing with aspects of the role of the teacher corresponding in some manner with the empirical investigations in progress by the authors. Therefore, the articles focus upon cognitions held about teachers and not upon actual school teacher behavior. Fifty annotated references (1905-1958) are listed.

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Bibliographies on Role Terms, Role Conflict, and the Role of the Teacher

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Volume B - Studies in the Role of the Public School Teacher

Social Psychology Laboratory
The University of Missouri
Columbia
June, 1961

Conducted under Contracts with the Cooperative Research Program
Office of Education
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at
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BIBLIOGRAPHIES ON ROLE TERMS, ROLE CONFLICT AND THE ROLE OF THE TEACHER

by

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F O R E W O R D

In July 1958, a program of research on the role of the public school teacher was inaugurated at the University of Kansas City. This program has had three broad objectives:

1. To pursue role theory and aid in its development as a sophisticated system of analysis in social psychology.
2. To study extensively and empirically the role of the public school teacher.
3. To explore the relationships between teacher role and the problems of teacher recruitment.

These objectives have required a variety of activities. To date, staff members have engaged in: (a) The development of a consistent set of terms and distinctions applicable to role theory; (b) The systematic review of the published literature on role theory and on empirical studies of educational roles; (c) The development of a methodology applicable to the study of roles; and (d) The collection of interview data from respondents in the Kansas City metropolitan area in three field studies covering aspects of the role of the public school teacher.

In part, this research program has been supported by the Cooperative Research Program of the Office of Education, Department of Health, Education and Welfare through two research contracts, one granted to the University of Kansas City and one granted to the University of Missouri to which the project moved in September 1960. Additional support of the program is now being provided by the Office of Naval Research (Group Psychology Branch).

This volume is one of several which are submitted to the Cooperative Research Program as a Final Report. It is concerned with three bibliographic studies of previous research in the role area. Included are studies of the previous use of role terms, role conflict, and the empirical articles dealing with the role of the teacher.

Other Final Report volumes are also available from this research program. These are organized into two series. The numerical series deals with findings from our empirical investigations of teacher role in Kansas City. The alphabetic series is concerned with role theory, methods, and bibliographic reviews. A general outline of reports either already available or in preparation is provided in Figure i.1 on the following page.

Two additional bibliographic studies were prepared in the research program and are reported in Volume D (see Figure i.1). In many ways these two volumes are similar and should be read consecutively.

Bruce J. Biddle
Sandie Eveloff
Earl F. Rankin, Jr.
Paschal Twyman
Diana Warshay
June, 1961

GENERAL OUTLINE - STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER

Part I - THEORETICAL, METHODOLOGICAL AND BIBLIOGRAPHIC STUDIES

- *A - The Present Status of Role Theory
- *B - Bibliographies on Role Terms, Role Conflict, and the Role of the Teacher
- *C - A Program for the Processing of Ordinal Data and Computation of Significance for Selected Central Tendency Differences
- *D - Bibliographies on Role Methodology and Propositions

Part II - EMPIRICAL REPORTS

- *1 - Orientation, Methods and Materials
- *2 - General Characteristics of the School Teacher's Role
- *3 - Positional Differences in Teacher Role
- *4 - Role of the Teacher and Occupational Choice
- *5 - Own and Attributed Cognitions for the Teacher
- 6 - Recognition and Resolution of Role Conflict Among Teachers (Summer, 1962)
- 7 - Teacher Cognitions and Teacher Behavior (Summer, 1962)

Figure i.i

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[*] Studies marked with an asterisk are presently available. Unmarked studies are in preparation. Additional empirical reports (not listed) will also be prepared during 1962.

Table of Contents

Page

Foreword i

General Outline - Studies in the Role of the Public School Teacher iii

Table of Contents iv

List of Figures and Tables vi

Chapter I THE BASIC DISTINCTIONS OF ROLE THEORY

Introduction 1

Basic Terms and Conventions 3

Level 5

Persons 5

Characteristics 11

Types of Cognitions 13

Backgrounds 20

Summary and Discussion 22

References 25

Chapter II A CODING SYSTEM FOR ROLE CONCEPTS

Introduction 27

The Coding Method 29

Specific Conventions for Role Term Definition Coding 36

Specific Conventions for Role Conflict Definition Coding 37

Discussion 38

Chapter III TERMS AND CONCEPTS USED IN ROLE THEORY

Introduction 39

Term Usage in Theoretical Articles 40

Term Usage in Empirical Articles 41

Sophistication of Theoretical Concepts 44
  Basic Concepts Used 44
  Object Characteristic Usage 45
  Object Person 45
  Subject Person 49
  Background Specification 49

Page

Theoretical Distinctions Not Coded 51

Summary 53

Annotated Bibliography of Role Terms 55

Supplementary Bibliography 81

Chapter IV THE CONCEPT OF ROLE CONFLICT

Introduction 85

What Role Conflict is Not 86

A General Definition of Role Conflict 89

Basic Forms of Role Conflict 89

Varieties of Role Conflict 92

Types of Role Conflict 94

Summary and Conclusions 101

An Annotated Bibliography on Role Conflict 103

Chapter V EMPIRICAL STUDIES OF THE ROLE OF THE PUBLIC SCHOOL TEACHER

Introduction 115

Results of Analysis 117
  Types of Cognitions 117
  Types of Subjects 118
  Types of Objects 119
  Sentient Objects 119
  Characteristics 120
  Backgrounds 122
  Framework Selection 123

Summary of Findings 124

Annotated Bibliography 127

List of Tables and Figures

Page

1.1 Classes and Designations of Persons 8

1.2 Additional Dimensions of Persons 11

1.3 Person Characteristics in Role Theory 13

1.4 A Complete Expectation 16

1.5 A Complete Norm 17

1.6 Cognitive Distinctions in Role Theory 19

2.1 Codes for Real World Role Statements 28

2.2 Additional Codes for First- and Second-Order Role Statements 32

3.1 Varying Terms Used to Designate Concepts in Theoretical Articles 42

3.2 Varying Terms Used to Designate Concepts in Empirical Studies 46

3.3 Theoretical Concept Versus Object Characteristic 50

3.4 Theoretical Concept Versus Object Person 50

3.5 Theoretical Concept Versus Subject Person 52

3.6 Theoretical Concept Versus Background Specified 52

4.1 Types of Behavioral Pressure Conflict 96

4.2 Types of Individual Cognitive Disparity Conflict 98

4.3 Types of Multi-person Cognitive Disparity Conflict 99

4.4 Types of Behavior-Cognition Conflict 100

5.1 Types of Cognitions 117

5.2 Subjects 118

5.3 Objects 120

5.4 Sentient Objects 121

5.5 Characteristics 121

5.6 Backgrounds 122

5.7 Framework Selection 123

5.8 Cognitions as Experimental Variables 124

CHAPTER I

THE BASIC DISTINCTIONS OF ROLE THEORY

Introduction

Role theory offers a unique challenge to the social investigator in 1960. On one hand, role theory is moving towards a position of increasing importance in both sociology and social psychology. Literally hundreds of titles have appeared in the literature in the last decade making reference to role theory. Major theoretical works appear which are based directly upon or draw heavily from role theory. Empirical studies by the score, articles, monographs and dissertations demonstrate the usefulness of this frame of reference in generating communicable data. And - an acid test - the fertility of role theory has been attested to by the group dynamics practitioner, the adult educator, the leadership trainer and others interested in the practical applications of social science.

On the other hand, there is perhaps no field in all of social science today with as little consensus among investigators as to what its terms are, what they mean, or indeed, with what phenomena the theory is concerned. Major contributors speak of patterns of behavior or of norms or of expectations; of groups, positions, statuses or roles; of sanctions, consensus, or functional significance; of ego, actor, subject, judge or "P" - often using the same terms interchangeably - with great generation of insight but little explicit communication with one another. Indeed, it may be maintained that role theory seems to have achieved popularity because of its many useful connotations rather than its specific denotations.

This does not imply that role theory does not have central foci. On the contrary, wherever used, role theory usually concerns patterns of behavior which are common to sets of social actors and the cognitive phenomena which underlie these patterns. To speak with insight about these phenomena, especially in an age when many persons did not recognize their existence, was a necessary task and one similar to the formative stage of any science. That we have outgrown this early stage, however, seems clear as we move towards the empirical measurement of role phenomena.

Despite the growing popularity of role theory, there appear at least three problems standing in the way of this area becoming a truly theoretical structure. These are: (1) Lack of agreement on concepts rightfully belonging in this area; (2) Lack of agreement on terms applying to these concepts; and (3) Lack of a logico-deductive, propositional structure based upon conceptual distinctions but independent of them.

Recognition of these problems has been almost universal in publications appearing in the last decade. Unfortunately, recognition has not been followed by the appearance of a system of universally accepted distinctions. A typical article in role theory proceeds from the recognition of confusion to a re-definition of all previously used terms so as to express the legitimate insights of the author, thus adding still more connotations and confusion. Recently, however, there have been some serious attempts to clear up the problem. Reviews of the field have emphasized the many dimensions of meaning dealt with in role theory (5), (9). Rommetveit (8) and Parsons (6), (7) have each stated and used a consistent series of distinctions, while Gross _et al_. (3) have begun the assembly of a series of interrelated propositions in role theory. Unfortunately, there is only partial overlap among these systems, and none has as yet received universal acceptance.

In attempting to plan an empirical study of the role of the public school teacher, the authors of this volume developed a system of terms and concepts which seems to encompass many of the distinctions found in role theory. The system was originally developed as a propositional and methodological guide. We felt constrained, however, to examine its utility in dealing with the published literature.

Accordingly, when we had occasion to develop three bibliographies in the area of role theory and the empirical study of teacher role, efforts were made to annotate and code all entries in terms of the system developed. The tables and findings resulting from this process have enabled us both to assess the utility of the conceptual system and to understand the coverage of previous literature.

This chapter is devoted to a partial presentation of the conceptual system we have found useful. Summarized here are only system outlines - those features necessary to understanding conceptual distinctions made in the references dealt with. A completed exposition of the system may be found in The Present Status of Role Theory which appears as Volume A of this series (2).

It should be understood that despite the wide variety of definitions which have appeared in role theory, there are only a few primitive concepts involved in these definitions. Unique definitions have usually involved a focusing upon one or another primitive concept or the arbitrary combination of several primitive concepts. The task of this chapter may be seen as that of laying out a sufficient, minimum system of primitives. This will be done by differentiating five major dimensions appearing in role theory. The five chapter sections devoted to this task will be preceded by a general orientation to distinctions in role theory and followed by a summary of the system. The treatment throughout the chapter is categorical and without internal or external justification. The usefulness of the system may be best judged in the three bibliographic chapters.

Basic Terms and Conventions

Role theory may be said to deal with patterns of certain characteristics which are common to persons or to groups of persons (called positions) and with a variety of cognitions held about those patterns by social observers. The terminological and conceptual distinctions of role theory generally center around a description of the patterns or of the cognitions. The propositions of role theory are concerned with the effects of the patterns upon the cognitions or of the latter upon the former. (Role conflict deals with discrepancies between patterns and/or cognitions which pose a problem for one or more of the participants in a social situation.)

This is simple enough. It becomes complex when we attempt to describe situations of social interaction involving more than one actor, and when we try to use the convenient short-cuts offered to us in the abstractions of the English language. Let us look at three simple statements by respondents:

(1) "The policeman is unfair."

Is this a report of a behavioral observation or a summary of impressions (which may have been arrived at through reports of others?) Is the policeman referred to a single person, or is he representative of a class of persons? Is "unfairness" an innate characteristic of the policeman, or is he being unfair to someone, and if the latter, whom? What is meant by "unfair," what kinds of behaviors are being summarized here, and what (for the respondent) are the alternatives within the general rubric of fairness as a content area?

(2) "I expect that Joe drives fast."

Is this report of cognitive structure descriptive of, or proscriptive for, Joe's behavior? Is Joe to be considered an individual alone, or is he a member of a position (of which the speaker may, himself, also be a member)? How fast is "fast," and should it be differentiated from "very fast" and "moderately fast"?

(3) "People feel that teachers should not smoke."

Is such a statement descriptive of the way the speaker, himself, feels, does it describe the way others feel, or does it describe the way the speaker hopes others feel? And who are the "people" so referred to? And is the speaker correct or incorrect in his assessment, and to what extent does such an assessment reflect actual behaviors of teachers?

That the common language should reflect an inadequate treatment of the complexities of role theory is not surprising. It is unconscionable, however, that the social scientist should himself fall into such semantic traps which lead him to ignore major questions. In order to clarify statements in role theory, we find it convenient to differentiate five major dimensions of role statements and to require all role statements to be at least explicit in each of these five dimensions.

Level

The first dimension of role theory, level, refers to the object of discussion in any role statement. For most practical purposes, it is necessary to distinguish three levels:

> Real World - Certain statements in role theory refer to events which are public property and which can be observed by all. Persons, their physical characteristics, and their patterns of behavior are all real world events. Also included in the real world are the characteristics of the physical and social environments in which people live and behave. Events at the real world level may be described as independent or dependent variables. They may be directly measured, are "first-order abstractions," and no implications are necessary as to why a person "behaves that way."
>
> First-Order Cognitions - A second class of statements in role theory refers to cognitions which are maintained by social observers about real world events. By cognitions we mean any of a variety of reality- or value-oriented mapping structures which are presumed to be maintained by the individual who participates in social situations. Cognitions are modeled after real world events and may be judged as accurate or inaccurate. They also serve to structure the behavior of the individual. Expectations and norms are both first-order cognitions. Events at the cognitive level are not "visible" in the sense that the real world is visible, and conceptions at this level are "second-order abstractions."
>
> Second-Order Cognitions - Finally, a third class of statements in role theory refers to cognitions maintained by the social observer about the cognitions of others. Statements suggesting perceived consensus, the generalized other, or attribution of a tendency towards sanctioning all belong in this category because they all involve cognitions maintained by the speaker about the cognitions of others. Like first-order cognitions, conceptions at the second-order level are "second-order abstractions."

Other levels of role theory may easily be conceptualized, but they have not received extensive treatment in the literature.

Persons

The second dimension of role theory, persons, may appear in five guises in role statements. We turn first to the classes of persons who may be distinguished in statements at the real world level:

> Object - An object is an actor, a person who exhibits behavior. Whenever social action takes place, it is exhibited by objects; and an object is a necessary part of every role statement (which always concerns characteristics of somebody).
>
> Target - It is possible for the behavior of an object to be social or non-social in character. If any given behavior appears to be directed towards another person (or group of persons), we say that they are target to that behavior. Targets must be, in some sense, in the physical presence of the object, but a target need not be aware that behavior was directed towards himself. For non-social behaviors there is no target.
>
> Audience - Behaviors generally occur in the presence of others. We refer to all other persons present, other than the Object and Target, as audience members. To belong to the audience does not presume that a person necessarily perceives a given behavior, but that he is physically present and able to do so. (Generally role theory ignores the audience until propositions are stated relating to disparity or correspondence between cognitions and observed behavior leading audience members to take action.)

When we turn to the level of first-order cognitions, it is clear that another person is involved other than object, target, and audience. This person (who may be quite absent from any given social situation) holds cognitions about the behavior or some other characteristic of the object. We call him the subject:

> Subject - A subject is a person who is presumed to hold cognitions relating to a social situation and, more specifically, to an object and his characteristics.

The relationships between subjects and the three persons previously defined are subtle. Initially, any given subject may be an object (as when cognitions are held for the self), target, or audience member. But more generally, there exists a problem relating terminology about persons to the use for which that terminology is designed. It is clear, for instance, that the cognitions maintained by a given person may be etiologically related to the behaviors of another, or may influence in turn the behaviors directed by that person towards the other. When we choose to call a cognized person a subject (thus directing attention towards the behaviors of the object), we are stating a prior interest in the relationship between such cognitions and the behaviors they purport to map - rather than the behaviors they generate. And, indeed, most definitions of role conflict deal in problems for the subject who cognizes about behavior.

It should also be mentioned that first-order role statements generally state only a subject-object relationship and ignore both target and audience. Thus, the statement, "I expect teachers to be kind," makes clear both the person holding and the person for whom the expectation is held. To whom the teacher might be kind (if any) and witnesses to the act are passed over.

Second-order cognitions introduce still a fifth person into our discussion. If we continue to speak of a person holding cognitions as a subject, then we must differentiate another person, the sentient-object, to whom cognitions are imputed by the subject:

> Sentient-Object - A sentient-object is a person who is imputed by a subject to hold cognitions for a social situation and more specifically for an object and his characteristics. It is, of course, not necessary that the sentient-object be, in reality, a subject who so maintains cognitions.

The relations between subject, sentient-object, and object are even more subtle than those between subject and object. In a second-order cognition a subject and object may be the same, a sentient-object and an object may be the same, but a subject and sentient-object may not coincide except if they are multi-person. (I may attribute to you a norm for myself, I may attribute to you a norm for yourself, but I would be foolish to attribute cognitive structure to myself unless I were speaking as a representative of a group of persons whose shared cognitive structures were of interest.) And, for reasons similar to those in the previous discussion, second-order cognitions tend to ignore both target and audience specifications.

The relationships among the three levels and five persons of role theory are summarized in Figure 1.1:

Classes and Designations of Persons

Level	Types of Persons				
	One who cognizes	One to whom cognitions are imputed	One who behaves	One to whom behavior is directed	One who observes
Real World	-	-	Object	Target	[Audience*]
First-Order cognitions	Subject	-	Object	[Target]	[Audience]
Second-Order cognitions	Subject	Sentient-object	Object	[Target]	[Audience]

Figure 1.1

*Bracketed items are usually ignored in role statements at the level indicated. See text.

In addition to the five types of persons about whom role statements are built, there are at least three additional characteristics of persons which appear frequently in role theory.

The first of these is number. One of the characteristics of role theory is that it deals with generalizations, patterns of cognition or behavior which may be exhibited or held by more than one person. At a primitive level, we must distinguish between a single person and a group consisting of more than one person. The rules applying to when it is allowable to consider a group of persons will differ, however, depending upon the class of persons we are talking about. Any arbitrarily chosen set of persons may constitute an object-group, for instance. It is not necessary that they all exhibit the same kind of behavior - indeed, we may be interested in the fact that they do not. Target- and audience-groups may be similarly heterogeneous. When we turn to subject-groups, however, we must add stipulations. To say that a group "holds an expectation," for instance, is to imply, at a minimum, the presence of a similar cognitive structure in all, or at least a large portion, of the members of the group. How complex this issue of the sharing of congitions is we shall see presently. In general, however, the existence of subject-groups depends completely upon consensus of cognitions. (This does not imply anything about perception of consensus, however.)

A special kind of group is a position, a word which has caused more confusion and circularity in role theory than any other. It is a derivable proposition in role theory and an observable social fact that there exist sets of persons who exhibit similar patterns of behavior and towards whom similar patterns of behavior are directed by others. The majority of such sets are groups, that is, are multi-person. Some such sets, however, may consist of only one person or, indeed, may be (temporarily) empty. The concept of position is that of a set of persons who behave and are treated uniquely and who are differentiated from others in terms of those behaviors and treatments. It should also be noted that the majority of positions are named, or designated, but that any given position may not be so named. Generally it is usually a bit more reasonable to assume that a position is a subject-group than that any arbitrarily assembled group of persons constitutes a subject-group.

A great deal of nonsense has been written about positions (or statuses), roles and their relationship, and much of this has resulted from poor definitions. If, as we have stressed, a position is a set of persons who behave or are treated uniquely, then position has a clear relationship to the two lowest-level abstractions with which social analysts must deal, patterns of behavior and human beings. Many theorists - particularly those with anthropological training - feel that positions must have an existence, sui generis, apart from actors and their behavior. Thus, we have definitions which stress that position is "...the location of an actor or class of actors in a system of social relationships" (3), or that "...a role is the dynamic aspect of a status" (4). While not denying Linton's monumental contribution to the range and impact of role theory, such definitions as these latter make much less clear the denotative reference of the positional concept, imply that positions are first-order abstractions (which they most certainly are not), and encourage logical circularity between the definitions of position and role.

The second additional characteristic of persons is condition. In some discussions in role theory, persons, as individuals, appear without benefit of positional membership; and cognitions are held for their behaviors as individuals. (Whether individuals are ever cognized apart from at least one position of which they are members is not at issue here. Some statements of role theory deal with cognitions held for individuals.) In other discussions, persons are seen as members of one or more positions. In all probability both types of theory are useful, but we should distinguish between the individual standing alone and one who is seen as a member of a position.

The final characteristic of persons needed for discussions of role conflict is viewpoint. Viewpoint specifies the person or group in which we are interested, or - in discussions of role conflict - the person or group experiencing role conflict. It should be clear by this point that with five, possibly different classes of persons logically present in some role statements that we need some way of indicating the one class which has our attention. For instance, at the real world level it is usually the object who has our attention, although it may be the target who is experiencing role conflict. By way of ordering our attention, we shall refer to the person focused-upon as the primary person, while all others are secondary. Secondary persons perform a variety of functions in role theory. They behave, cognize, stand by, impose or suffer admirably. Their one common function is to provide those social backgrounds against which we view what is happening to the primary person.

These additional dimensions applying to persons are summarized in Figure 1.2:

Additional Dimensions of Persons

Number	Condition	Viewpoint
Person: One human being	**Alone:** Without positional referent	**Primary:** The person being studied or experiencing conflict
Group: More than one human being	**Position:** As a member of a designated position	**Secondary:** A person not being studied or for whom conflict is not stated
Position: A designated class of human beings of any number*		

Figure 1.2

*See text.

Characteristics

The third dimension of role theory deals with characteristics of persons which may be observed or cognized. We have dealt up until this point of the discussion with one ubiquitous characteristic, behavior. It is now necessary to define this term:

> Behavior - An event bounded in time, consisting of a meaningful action taken by a given object person. Behaviors are active and are presumed to be volitional. They may be either directed or non-directed. If the former, they may be directed towards social targets or towards non-social aspects of the physical world.*

But behaviors, as so defined, do not exhaust all possible characteristics of object persons of interest in role theory. What about sex, skin color, and age, for instance? These are certainly not presumed to be volitional by most persons, nor are they bounded by finite periods in time as are behaviors. Evidently there exists a second class of human characteristics with which we must also deal:

> Feature - An event relatively unbounded in time, consisting of an enduring physical characteristic of a given object person. Features are passive,

---

*The term, sanction, is also used to mean behavior. A sanction is a behavior used as a reward or punishment contingent upon the behavior of another. A given action is considered a "behavior" when we are interested in its qualities alone and a "sanction" when we wish to consider its implications for the other person.

non-directed (either towards physical or social targets), and are not presumed to be volitional.

It should be pointed out that the social meaningfulness of features is quite independent of the existence of features. Skin color in America, for instance, is more significant socially than eye color, although both are recognizable features.

It is useful to state terms which sum up all the behaviors of an object-person or an object-group. It seems most useful to call such a set of behaviors a performance and such a set of features a mask. Both terms are, of course, pirated from the theater, as is much of the vocabulary of role theory. On the level of the real world it is necessary to distinguish only the two person characteristics, behavior and feature.

When we turn to the cognitive levels of role theory, it becomes clear that English language speakers (at least) not only recognize the differences between features and behaviors, but also add distinctions in characteristics which are not found at the level of the real world. Listen to one respondent: "That man is singing loudly," and contrast this with a second report, "That man is a loud singer." The two reports are equivalent in that they both describe behavior, but the second report seems to impute the same kind of "frozen" or "implacable" characteristic to the object-person being discussed as if the speaker were to say, "That man is old." Evidently, cognitions about behavior may be erected in behavioral terms or they may be "frozen" into the same kind of imputed characteristic as features actually are on the real aspect level. We call such phenomena pseudo-features:

> Pseudo-feature - A cognition maintined for a given object which treats a pattern of behaviors as if it were unbounded in time, passive, non-volitional, and otherwise as a feature.

The use of pseudo-features is very prevalent in English (and probably in all Western) thought. It is a sloppy convenience which allows us to classify persons in terms of the patterns of behavior they show, and thus to forget the changing and changeable characteristics of those behaviors. The use of pseudo-features is closely related to bigotry, and pseudo-features are often used for positional designation. Common synonyms in the social science literature are trait and habit.

Figure 1.3 summarizes the appearance of these three types of person characteristics in role theory:

Person Characteristics in Role Theory

Level	Meaningful Actions	Enduring Physical States	Patterns of Action "Frozen" as if They Were Enduring
Real World	Behavior* (Performance)	Feature* (Mask)	-
First-Order Cognitions	Behavior (Performance)	Feature (Mask)	Pseudo-Feature (Pseudo-Mask)
Second-Order Cognitions	Behavior (Performance)	Feature (Mask)	Pseudo-Feature (Pseudo-Mask)

Figure 1.3

*Behaviors and features exist at only the real world level. They are, however, cognitively mapped at both the first- and second-order cognitive level. Pseudo-features have no real world existence.

Types of Cognitions

There are a variety of types of cognitions which may be held by individuals with regard to the behaviors and features of those around them, and these various types of cognitions form the fourth major dimension of role theory. Contrast the following four statements:

(1) "I remember that my butcher recently cheated me in weighing my meat."

(2) "I think that my butcher is likely to cheat a little on the wieight of meat."

(3) "I feel that my butcher should not cheat even a little in weighing meat."

(4) "I think that most people feel that butchers are likely to cheat a little on the weight of meat."

All four statements refer to the same class of behaviors; all four are clearly descriptions of the life space of the respondent. And yet their focus is quite different. The first statement reports an incident recollected by the person. It is non-general, and we would have to imbed it in some sort of context in order to assess its extended meaning. The second is a statement of subjective probability which reports an assessment made by the individual of the likelihood of a class of events associated with the object-person. The third statement tells us of a prescription which the subject applies to the class of events discussed in the second statement. The fourth imputes assessments about the same class of events to others. All four statements are logically independent of one another; all are equally valid reports of cognitive structure.

Taking up, first, the issue of generalization, it must be concluded that the majority of role statements deal with classes of behaviors rather than with single incidents. It is a set of behaviors exhibited by the individual or by the position over time which is the focus of attention - the pattern - rather than the single incident. This eliminates the first example from our consideration. We must still deal with the differences between the second, third, and fourth statements above as legitimate differences in role theory.

The second response deals with a subjective probability map held by the individual about the incidence of events, while the third deals with a prescriptive map about those same events. We call the first of these an expectation and the second a norm:

> Expectation - A cognition maintained by a subject consisting of a subjective probability map concerned with the incidence of a set of behaviors for an object-person or position.
>
> Norm - A cognition maintained by a subject consisting of a prescriptive map about the varieties of possible behaviors for an object-person or position.

It is clear that expectations and norms need not correspond with one another even though they are held about the same behaviors and objects. Any subject may approve or disapprove of those behaviors which he expects for an object, and so on. And neither expectation nor norm need bear any relationship to the actual distribution of behaviors by the object in the real world. It is also convenient to state terms summarizing all of the expectations and norms held by a given subject for a given object. The set of expectations so held we call a role. The total set of norms is called an ideal. It should be noted that expectations, norms, roles and ideals may be held for either behaviors or features; and there is little correspondence between the concepts of performance and mask, role, and ideal.

It is implicit in the previous discussion that both expectations and norms are two-dimensional figures, and that the difference between any two expectations (or norms) held by a given subject for a given object constitutes still a third dimension. Let us make these dimensions explicit:

> Content - Two expectational statements may be said to differ in content. Consider the following examples:
> "I expect that Army privates use bad language" versus
> "I expect that Army privates read good books."
> The expectations are similar in subject, object, and general form. They differ in content - in terms of the classes of behaviors dealt with which are organized in terms of meaning.
>
> Scale Points - Two expectational statements may be said to differ in scale value. Consider the following examples:
> "I expect that Army privates use a lot of bad language" versus
> "I expect that Army privates use little bad language."
> The statements now differ only in placement of the subjective probability at different points within a scale (of points) dealing with "the use of bad language." The content of the statements is the same; the two differ only in that one stresses "a lot of" in contrast to the "little" stated in the latter.

A scale of points which contrast various behaviors within a given content area we call a framework. In the examples found under "content" above we may say that the expectational statements differ as to framework used. In the examples found under "scale points," they differ only as to the point referred to within a given framework.

> Subjective Probability - Two expectational statements may be said to differ in amount of subjective probability. Contrast the following examples:
> "I expect that many Army privates use bad language" versus
> "I expect that few Army privates use bad language."
> The statements are now similar in content and scale point. They differ only in the degree of subjective probability attached to the statement.

It is to be concluded that a "complete" expectation consists of a two-diemsional figure which assigns a level of subjective probability to all scale points used by a given subject in a framework. It is, for instance, of little value to know that a subject "...expects that many Army privates use bad language," unless you also know how many Army privates he expects to "...use little bad language," "...use no bad language at all," "...use nothing but bad language," and the like. We may illustrate a "complete" expectation with Figure 1.4:

A Complete Expectation

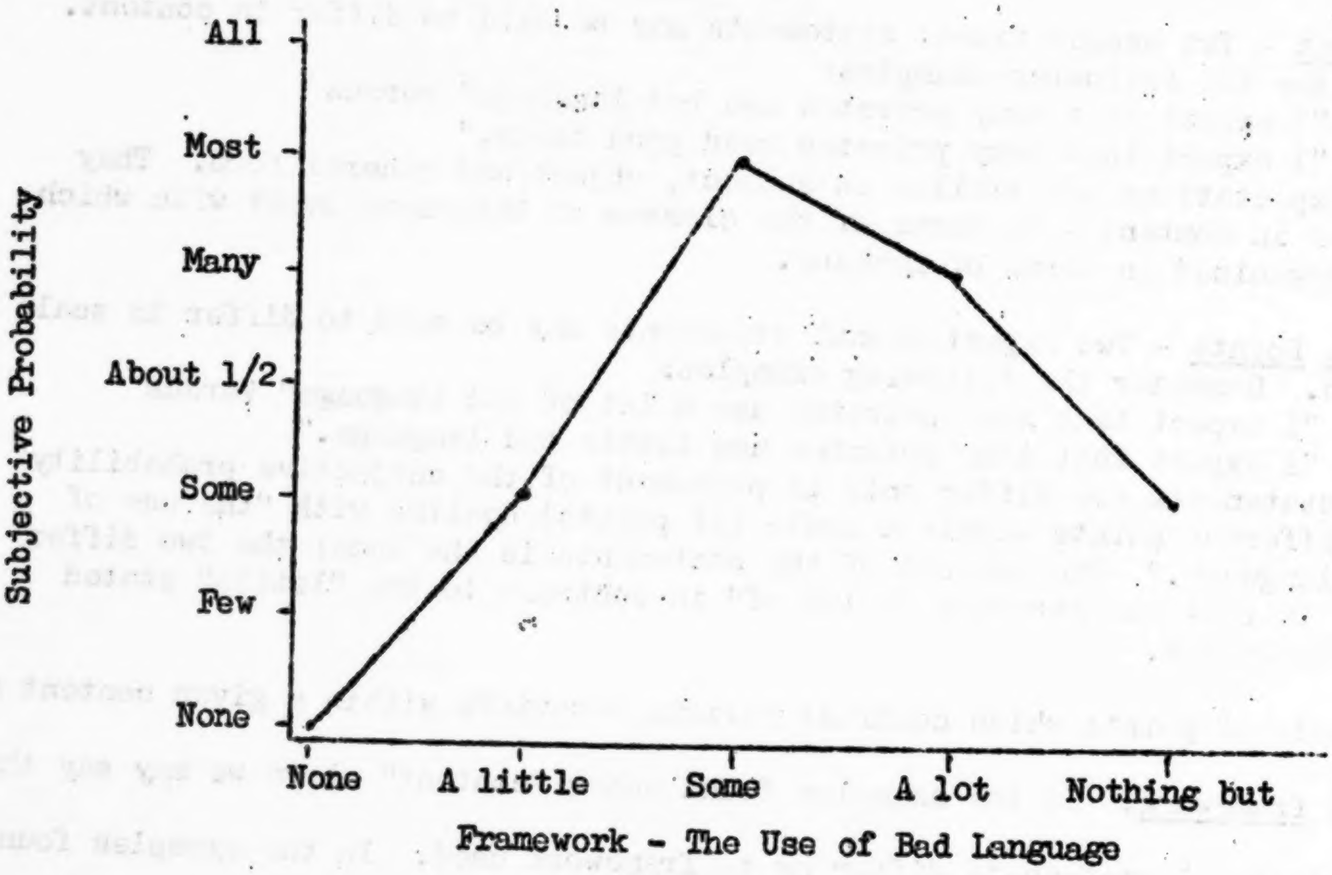

Figure 1.4

To conclude that two expectations (held by different persons) are alike is a difficult and tenuous process. Both persons must use the same framework, they must jointly apply that framework to the behavior of the object, and they must agree with one another as to the height of the subjective probability distribution for each point of the framework. Many compromises are made, of course, in these stringent requirements in the literature of role theory.

A norm is similar to an expectation in structure in that it consists of three dimensions similarly defined. Norms differ from one another in terms of content, scale points (generally norms use the same frameworks as do expectations), and in terms of approval attached to each scale point. In contrast to subjective probability, approval has both positive and negative values. Thus, we can speak of regions of the framework for which only negative approval is attached (the negative norm) or contrasting regions where only positive approval is found (the positive norm). A "complete" norm is diagrammed in Figure 1.5, showing both positive and (two) negative regions:

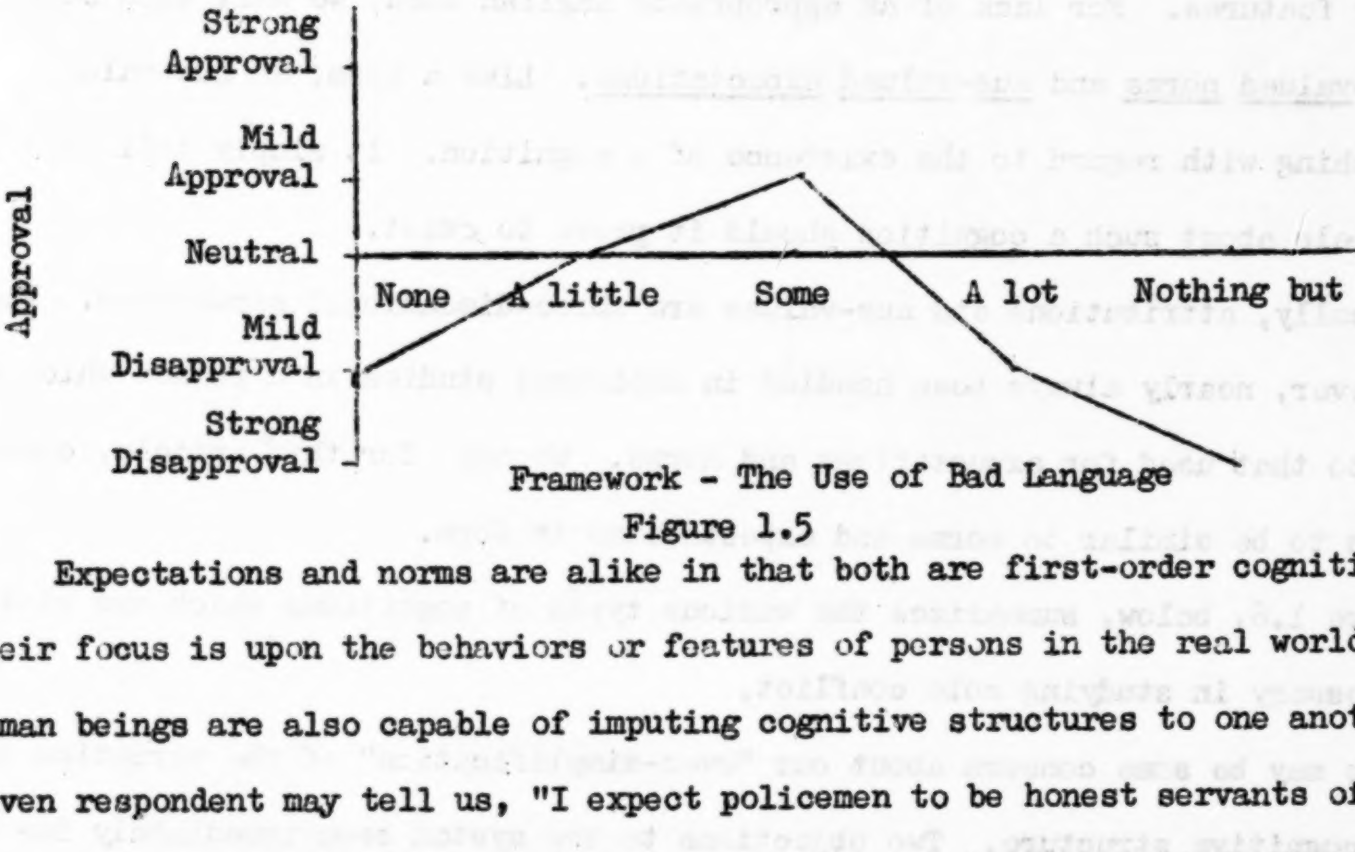
A Complete Norm

Figure 1.5

Expectations and norms are alike in that both are first-order cognitions. Their focus is upon the behaviors or features of persons in the real world. But human beings are also capable of imputing cognitive structures to one another. A given respondent may tell us, "I expect policemen to be honest servants of the community, but I know some people who expect them to be dishonest." Whether or not he is right either about the behaviors of policemen or about the cognitive structures of the "others," both statements are legitimate reports of his cognitive structure. We must allow for various types of second-order cognitions, too.

The most common type of second-order cognition is the attribution. To state an attribution is to refer to an "expectation" held about the cognitive structure of another. Thus, we have attributed norms ("expectations about the norms of others") and attributed expectations ("expectations about the expectations of others"). The majority of work which has been done in role theory on the second-order level has used attributions. ("Perceived consensus," for instance, must be viewed as a correspondence maintained by the subject between an expectation (or norm) he holds and an attributed expectation (or norm) he imputes to another.)

But is is also possible for subjects to approve or disapprove of cognitions which they impute to others. Such statements as, "People should not think evil thoughts," and "A man should always know what to do before the problem occurs" are normative statements made about presumed cognitive structures rather than about behaviors or features. For lack of an appropriate English word, we call such cognitions aus-valued norms and aus-valued expectations. Like a norm, an aus-value states nothing with regard to the existence of a cognition. It simply tells how the subject feels about such a cognition should it prove to exist.

Logically, attributions and aus-values are three-dimensional structures. They have, however, nearly always been handled in empirical studies in a format which was parallel to that used for expectations and norms. We may, for this article, consider them to be similar to norms and expectations in form.

Figure 1.6, below, summarizes the various types of cognitions which are minimally necessary in studying role conflict.

There may be some concern about our "over-simplification" of the varieties of possible cognitive structure. Two objections to the system seem immediately impressive: (1) That other generalizing cognitions should be used in role theory. Adopting a strictly psychological point of view, for instance, it is not obvious why evaluations - consisting of hedonic maps - could not appear in role theory. And yet they simply have not been treated extensively. Most sociologists, for instance. Parsons (6), have emphasized the importance of shared norms for a stable social system, while social psychologists have generally been concerned with the problems of the actor seeking reality-orientation in a confusing world. It is only with Freudian psychology that we find stress upon the importance of individual preferences, and this has not yet crept noticeably into role theory. Similarly, there are few references to wishes or other simple cognitive models in the literature.

(2) That cognitions are more complex than simple assessments or prescriptions. Several higher level cognitions have been proposed in the literature, including legitimacy, prospects (those behaviors considered possible of accomplishment by a given object), contingent or future possibilities for behavior and the like. Once again, however, these models have not yet "taken hold" in the theoretical or empirical literature, and it is our intention to limit coverage to those distinctions which make a minimally sufficient role theory.

Cognitive Distinctions in Role Theory

	Subjective Probability Maps	Affective Maps	Characteristics Mapped
First-Order Cognitions	Expectations	Norms	Behaviors
Second-Order Cognitions	Attributed Expectations Attributed Norms	Aus-valued Expectations Aus-valued Norms	Features
Dimensions	Content } Framework Scale Points } Subjective Probability (+ only)	Content } Framework Scale Points } Approval (+ or -)	

Figure 1.6

Other readers may wonder about our confinement of role theory to the cognitive structures of individuals (or groups). After all, role theory has also been stated at the level of culture, with expectations, norms, rights, duties, obligations, and responsibilities being a part of the general, shared milieu which is superordinate to the individuals in society. Our position with regard to this usage is that if (and only if) expectations or norms are shared among various subjects, then we can conclude that a "culture" exists to this extent. But whether or not cognitions are shared is a matter for empirical determination rather than by-fiat definition. And it makes a great deal of difference when such cognitions are not shared - as in many definitions of role conflict. The terms rights, duties, obligations, and responsibilities refer to distinctions which may be covered by the systematic application of the present five-person system.

Backgrounds

Most role statements are imbedded in a certain background or context, and backgrounds constitute the fifth and last major dimension of role theory. Cognitions about features may be relatively free of context, but usually expectations or norms are meaningless without some discussion of background. Reasonable expectations for the bedroom, for instance, become ludicrous for alternate public settings. And a strict, noisy, aggressive behavior in one context may appear to be lax, quiet, or supportive in another.

A variety of backgrounds are possible for role statements. The first we must consider is the physical environment:

> Setting - A designated portion of physical space and its contents (including both objects, animate and inanimate, and space free of solid or liquid matter) constituting a unit realm in which behavior can take place. The distinctions between objects and settings and between settings and larger units of physical space are culturally determined.*

A setting is a building or a room, a public park, monument or other location in the community, a designated area of the shop, places in the home, or any other place in which behavior can take place. Certain settings are quite unique in any community (such as City Hall), while others come in bunches (such as filling stations).

---

*We borrow the term, setting, from Barker and Wright (1) who use it in a slightly broader sense than we do here. These authors have studied extensively the problems of setting identification and molarity and conclude that settings are sufficiently important as backgrounds to behavior so as to "coerce" behavior.

It is an observable social fact that patterns of behavior tend to have less variance within settings than they do between settings, but this does not mean that there cannot be more than one pattern of behavior which occurs in a given setting. On the contrary, it is easy to see that some settings may be used from time to time for a variety of events. The public auditorium may be used for a music event on Tuesday, a rodeo on Wednesday and a boxing match on Thursday. We must also, then, distinguish social backgrounds for action in terms of familiar patterns of social behavior:

> Social Situation - A designated pattern of social behavior tending to involve all persons in a given setting and reappearing at stated intervals over time. Because of their inclusive character, social situations occur one at a time within any given setting, but a given social situation may be found in a variety of settings.

The recognition and usefulness of social situations (and of settings) depends upon the existence of a shared culture. This is why we insist that both social situations and settings be "designated." It is clear that many types of patterns of social behavior exist. Some of these may, indeed, be sufficiently prepotent as to acquire designations even though they involve only a small proportion of the persons in a given setting. (For example, a street fight or a case of classroom deviancy by one or more pupils generally involve only a few of the persons available in the setting at the time.) We call such minor patterns, fracto-situations; and these latter have their own characteristics as backgrounds for role statements which are somewhat different from those of social situations. In general, however, social situations tend to be as wide as the setting, and there is a natural relationship between setting size and situation size. This does not prevent, of course, a given situation from being found in a variety of settings or vice-versa.

Quite often the sheer presence of position members may constitute still a third background for role statements, as when a visiting parent (or the principal) enters a classroom. Thus, position-set is another background for role statements.

Finally, there are certain other additional backgrounds which are less often found in the literature. These include *time* (of the day, week, month, year, decade), *institutional structure*, history (of the immediate situation or of the participants), the ubiquitous *shared culture*, and others.

There is a logical relationship between person-characteristics and the use of backgrounds. While behavior usually depends upon context, there is no reason to suppose that features will change from background to background. If cognitions are veridical, we may then suppose that cognitions held for behaviors will reflect backgrounds while cognitions for features will be background-free. This immediately implies one utility for the pseudo-feature. To "freeze" a pattern of behaviors into a pseudo-feature is to remove it from the context of background, hence to simplify cognitive structure. One would expect persons with a strong need for structure, with little tolerance for ambiguity, to do this with greater frequency. It is likely, also, that pseudo-features would tend to accumulate more rapidly around positions which were controversial or anxiety-provoking. These propositions have not yet received adequate empirical tests; however, their applicability to problems of prejudice and authoritarianism is strongly suggestive.

Summary and Discussion

A minimal role theory has been set forth which involves five major dimensions. These dimensions are applicable to all terminological distinctions in role theory, to all definitions of role conflict, and to all empirical studies in the role area. The dimensions are:

Level - Role definitions or measurements may be made at any of three levels, the *real world* (which includes human beings, their features, and their patterned behaviors), the level of *first-order cognitions* (expectations and norms about real world events) and the level of *second-order cognitions* (cognitions attributed or aus-valued to others).

Person - Role definitions or measurements may be made about the functions of any of five persons who engaged in symbolic interaction with one another. These include the *object* (an actor, one who behaves), a *target* (one towards whom the behavior of the object is directed), and *audience* (a present person who is not a target), a *subject* (one who holds cognitions about characteristics of the object) and a *sentient object* (one to whom is attributed or aus-valued cognitions by a subject). Persons may be single, group, or *position* (a set of persons behaving uniquely or treated uniquely by others). They may also appear alone or as representatives of a position. The person whom we are studying, or who experiences role conflict, is called the *primary* person; all others are *secondary*.

Characteristic - Two characteristics of persons exist in the real world, *behaviors* (which are active, presumed to be volitional, and may be directed) and *features* (which are inactive, non-volitional, and cannot be directed). One additional characteristic appears as cognitive levels, *pseudo-features* (which are "frozen patterns" of behavior treated as features).

Types of Cognitions - At the first-order level, two types of cognitions are recognized, *expectations* (subjective probability or assessment maps) and *norms* (prescriptive maps). At the second-order level *attributions* (assessments about the cognitive structures of others) and *aus-values* (prescriptions for the cognitive structures of others) exist and may be held for either expectations or norms. Cognitions are assumed to be content-specific, two-dimensional figures consisting of a *framework* (a scale of points for a given content area) and subjective probability or approval assessed for each scale point.

Backgrounds - Several background distinctions are made which consist of contexts which imbed role definitions or measurements and make them meaningful. These include setting (the physical surroundings), social situation (the enclosing pattern of behavior tending to involve all persons), position-set (the set of all positions presently represented) and others.

This system is minimal in that it ignores distinctions or additions which have been placed in role theory by many authors. For instance, to require sanctioning, functional significance, attribution of consensus, or a minimal level of sharing of expectations or norms to consider the phenomenon worthy of definition under the rubric of role theory is foreign to the system proposed. On the other hand, these additional stipulations are expressible in the system. The presentation is also only minimally sketched in these pages. The interested reader is once more referred to a fuller exposition of the system (2).

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CHAPTER II

A CODING SYSTEM FOR ROLE CONCEPTS

Introduction

Considering the present confused state of role theory, translation of concepts used by various authors into a common system of terms and distinctions is of paramount importance. As the conceptual system outlined in Chapter I was partially designed to represent the conceptual distinctions currently found in role theory, it should be possible to translate the majority of concepts used by others into this system. Success with these distinctions will be one criterion for judging the success of the system outlined.

To facilitate translation of the concepts of others into the common system, a method of coding role concepts has been developed by the authors. The method is designed to code not only basic definitions of terms used in role theory, but also to code role conflict and to describe operational definitions of role terms which have appeared in empirical studies. Codes using this method will appear in the annotations of references found in Chapters III and IV. Although the annotations of Chapter V are entirely in English, the code described in this chapter also formed the basis for drawing up these annotations.

The method to be described in this chapter makes use of the elements of role theory outlined in Chapter I. Each code of a role term definition is given as an explicit combination of role elements which was specified by the author in his concept. Wherever we were uncertain of usage by the author, or where the author was unclear, this was also indicated in the code.

In coding role conflict definitions, one is faced with the fact that role elements are not, generally, conflictful in and of themselves. On the contrary, all role conflict definitions so far dealt with have stressed a disparity between two

Codes for Real World Role Statements

Object Number	 Condition	Characteristic	Target Number	 Condition	Audience Number	 Condition	Background	Framework	Additional Stipulations
Person [Pers]		Behaviors [B]	Person [Pers]		Person [Pers]		Setting [Set]	Single-point Model [(SP)]	
	Alone [( )]	Behavior sanction [BS]		Alone [( )]		Alone [( )]			
Group [Grp]		Features [F]	Group [Grp]		Group [Grp]		Social situation [SSit]	Multi-point model [(MP)]	Written out
	As position member [(P)]			As position member [(P)]		As position member [(P)]			
Position [Pos]		Pseudo-features [PF]	Position [Pos]		Position [Pos]		Position set [Pos S]	Distributional model [(Dist)]	
		Node [No]							

Figure 2.1

Note: In all categories, we use the following conventions: [-]=Distinction ignored or unclear in the text; ['s]=Multiple occurrences allowed or required; subscripts are used when necessary to differentiate between two or more similar but not identical elements; the primary person is underlined; in role term definitions, the focused upon element is indicated by placing an asterisk under the element, as in $\underset{*}{\text{[B]}}$.

or more role elements. Role conflict definition codes, thus, will display similar but not identical elements on two different lines of coded material which are said to be disparate. In all other aspects, codes for role conflict definitions are similar to codes for role term definitions.

The basic coding system is first described and used with examples, and then summaries are appended dealing with conventions used in coding role terms and role conflict.

The Coding Method

The basic coding method used throughout this volume is displayed in Figures 2.1 and 2.2. Figure 2.1 deals with codes given to definitions which are stated at the level of the real world, and it will be discussed first.

It will be observed that Figure 2.1 allows for the coding of ten different aspects of role statements at the real world level: Object number and condition, characteristic, target number and condition, audience number and condition, background, framework, and additional stipulations. Prior to taking up the specific choices allowed under each of the aspects coded, let us look at several examples of definitions stated at the real world level and coded according to the system:

Role Term Definition, Example 1: A role is the set of behaviors characteristic of the members of a position.

$$\text{Code Def. 1:}\quad [\underline{\text{Pers's}}(\text{P})\ \underset{*}{\text{B's}}\ -\ -\ ]\ -\ (-)\ -$$

In this first example, three elements are specified in the definition. Persons who are members of a position exhibit a characteristic set of behaviors which constitute the role of that position. Target, audience, background, framework, and additional stipulations are equally ignored. We underline the persons who are members of the position as being primary and place an asterisk under the behaviors to indicate that *they* constitute the role being defined.

Role Term Definition, Example 2: A role behavior is a behavior directed by the member of one position towards the member of another position.

Code Def. 2: $$[\underline{\mathrm{Pers}}(P_1)\ \underset{*}{B}\ \mathrm{Pers}(P_2) -] - (-) -$$

In the second example, only one behavior is specified and target is now identified explicitly. Again, it will be observed, the primary person is underlined and the behavior is identified as that element of the definition upon which focus is made.

We turn now to two examples of role conflict definitions at the real world level.

Role Conflict Definition, Example 3: Members of two secondary positions direct disparate behaviors towards members of the primary position.

Code Def. 3: $$\left[\begin{matrix}\mathrm{Pers's}(P_2)\ B_2 \\ \mathrm{Pers's}(P_1)\ B_1\end{matrix}\ \underline{\mathrm{Pers's}}(P_1) - \right] - (-) -$$

In this third example, the disparities are between members of two different positions and the different behaviors they direct towards the target. The elements involved share a common target, however, which is also the primary position. No asterisk is needed, as those role elements in disparity are obvious. Audience, background, framework and additional stipulations are ignored.

Role Conflict Definition, Example 4: In a given social situation, a group directs two or more conflicting behaviors towards another group.

Code Def. 4: $$\left[\mathrm{Grp}_1(-)\ \overset{B_1}{\underset{B_2}{\cdot}}\ \underline{\mathrm{Grp}}(-) - \right]\ \mathrm{SSit}\ (-) -$$

In the fourth example, the only disparity lies in conflicting behaviors involved. In all other aspects, the two role elements are similar. The second example also involves the use of social situation as a background, while the first example had no background mentioned. Again, the target is primary.

Certain features of the system will now be evident. Real world codes are divided into two parts by a bracket. Included within the bracket are the "central" parts of the code: object, characteristic, target, and audience. Outside and to the right of the bracket are coded background, framework, and additional stipulations, if these are used. The three person categories, object, target, and audience are coded using the same two dimensions and categories. Person [Pers] is coded if only one individual is involved or [Pers's] if several otherwise unspecified individuals are mentioned. Group [Grp] and position [Pos] are coded when specified. Persons and groups may appear without regard to positional membership [( )], or may be incorporated in positions [(P)]. Characteristics of objects may be either behaviors [B], behavior sanctions [BS] (used only for definitions explicitly involving sanctions), features [F], or pseudo-features [PF]. A special case of characteristics is the "nodal definition" of position or status. Wherever we could convert such a definition as "location in a system of interaction" into a person or behavioral equivalent, such translations have been made. In some cases, however, the resolution of the definition given has been difficult. In these latter cases we have coded Node [No], recognizing that such a concept is meaningless in this system, and explained the author's use of it in the additional stipulations. Backgrounds may be stated in terms of settings [Set], social situations [SSit], or position sets [PosS].

The distinctions to be found under the Framework dimension may not be completely obvious. It will be recalled that a framework is defined as a scale of points which contrast behaviors (or features) within a given content area. If we adopt such a concept, it is reasonable to suppose that the number of points used in a framework will affect judgements about the similarity or disparity of behaviors. Let us define as a single-point framework [(SP)] one which maps only a given class of behaviors (all others being not mapped within that framework).

Additional Codes for First- and Second-Order Role Statements

	Type of Condition	Subject		Sentient-Object		Object	Characteristic	Target	Audience	Background	Framework	Additional Stipul.
		Number	Condition	Number	Condition							
First-Order Codes	Expectation [E]	Person [Pers]	Alone [( )]	Not Coded		Coded as in Real World Codes				Coded as in Real World Codes		
	Norm [N]	Group* [Grp]	As position member [(P)]									
	Perception [P]	Position [Pos]										
Second-Order Codes	Attributed Expectation [AttE]	Person [Pers]	Alone [( )]	Person [Pers]	Alone [( )]	Coded as in Real World Codes				Coded as in Real World Codes		
	Attributed Norm [AttN]	Group* [Grp]	As position member [(P)]	Group [Grp]	As position member [(P)]							
	Aus-valued Expectation [AusE]	Position* [Pos]		Position [Pos]								
	Aus-valued Norm [AusN]											

Figure 2.2

*It is assumed that multi-person subjects are stated to meet criteria of consensus for cognitions.

A multi-point framework [(MP)] allows for various shades or degrees of the behavior involved. A distributional framework [(Dist)] is similar to a multi-point model but assumes that the content dimension is continuous. It would seem reasonable that two observers using single-point frameworks would be more likely to conclude behavioral disparity upon observing a given behavior than two other observers using multi-point frameworks. In the latter case, the greater flexibility within any given framework would encourage a comparison in similarity rather than the flat judgement, "The observed behavior is (or is not) of this content area." And yet, for convenience, many authors assume a single-point framework model for role theory - or worse, ignore the entire issue. Codes are entered under the Framework dimension whenever the author has assumed a framework model in giving role conflict definitions, whether advertently or inadvertently. Such distinctions are more useful in coding empirical operations, however, than in coding either role term or role conflict definitions.

Turning now to Figure 2.2, the model used for coding definitions at the first- and second-order level is identical to that used for real world elements except that dimensions are added where appropriate for cognitive codes. For first-order codes we add type of cognition, subject number and condition. Sentient-object and number are further added for second-order definitions. Subject and sentient-object are coded using the familiar person codes already discussed. Type of cognition is coded using (at the first-order level) expectations [E] and norms [N] and (at the second-order level) attributed expectations [AttE], attributed norms [AttN], aus-valued expectations [AusE] and aus-valued norms [AusN]. We also add perception [P], in the sense of incorporation of immediately present stimuli to the first-order level elements, as some few definitions involve perception. Before taking up special problems at these cognitive levels, let us turn to several additional examples:

Role Term Definition, Example 5: A role is a set of expectations for the behaviors of members of a position held by members of secondary positions.

Code Def. 5: $\underset{*}{\text{E's}}\ \text{Pers's}(P_2)\ [\underline{\text{Pers's}}(P_1)\ \text{B's} - -] - (-) -$

In the above example, the term role is focused upon the set of expectations (which are marked with an asterisk) which are held for the members of position P_1. The target, audience, background, framework, and additional stipulations are all ignored. Although not explicitly discussed, it is assumed that the members of position P_2 share the expectations involved. It is not assumed that they attribute the same expectations to one another. Any deviations from these assumptions would be dealt with by further coding or in additional stipulations.

Role Term Definition, Example 6: A role exists when any person holds an expectation for any other together with an attribution of consensus to other members of his position.

Code Def. 6:
$$\begin{array}{l} \text{E Pers}(P)\ [\text{Pers}(\ ) - - -] - (-) - \quad + \\ \overset{*}{\underset{*}{\text{AttE}}}\ \text{Pers}(P)\quad \text{Pers's}(P)\ [\underline{\text{Pers}}(\ ) - - -] - (-) - \end{array}$$

The complex Example 6 is coded in two parts. The first part consists of a simple expectation held by a single-person subject (whose position is known) for an object. Characteristic, et al., are ignored. Added to this is the attribution of similar expectations by the subject to other members of his position. No discussion is given as to whether these attributions are veridical or not.

Let us now turn to four examples of role conflict definition codes:

Role Conflict Definition, Example 7: Discrepant expectations (assuming the use of single-point frameworks) are held for a primary position by various members of another position.

Code Def. 7:
$$\begin{matrix} \text{E Pers's}_1 \\ \text{E Pers's}_2 \end{matrix}(P_2) \left[\underline{\text{Pos}}(P_1) - - - \right] - (SP) -$$

Role Conflict Definition, Example 8: Discrepant expectations for a primary position (assuming the use of single-point frameworks) are attributed by the primary position (in consensus) to various members of another position.

Code Def. 8: $$\begin{array}{l}\text{AttE}_1\\ \text{AttE}_2\end{array}\ \underline{\text{Pos}}(P_1)\rightarrow \begin{array}{l}\text{Pers's}_1\\ \text{Pers's}_2\end{array}(P_2)\ \left[\ \underline{\text{Pos}}(P_1)\ - - -\ \right] - (\text{SP}) -$$

Role Conflict Definition, Example 9: An audience member observes the behavior of an object person which is discrepant with a norm held by the member for the position to which the person belongs.

Code Def. 9: $$\text{N}\ \underline{\text{Pers}}(\ )\ \left[\ \text{Pers}(P)\ \begin{array}{c}B\\ \\ B_1\end{array}\ - \underline{\text{Pers}}(\ )\ \right] - (-) -$$

Role Conflict Definition, Example 10: A subject position holds norms for itself which conflict with those it attributes to another position, and the attributed norms are veridical.

Code Def. 10: $$\begin{array}{r}N_1\ \underline{\text{Pos}}(P_1)\quad\quad\quad\quad\\ \text{AttN}_2\ \underline{\text{Pos}}(P_1)\rightarrow \text{Pos}(P_2)\end{array}\ \left[\ \underline{\text{Pos}}(P_1)\ - - -\ \right] - (-)\ \text{AttN}_2\ \text{Veridical}$$

Example 7 deals with a simple, first-order definition of conflict. Conflict lies in the existence of discrepant expectations held by various persons, members of a position, for another position. The coding is straightforward. Example 8 deals with the same problem, only the conflict is laid within the cognitive structure of the position in conflict. In this example, the conflict lies within the disparate cognitive structures which are attributed to others (whether rightly or wrongly).

Suppose we were to encounter a definition which specified both that discrepant cognitions existed in the minds of others and that the position (or person) in conflict veridically "perceived" that conflict. Logically, this problem could be handled by simply coding two different definitions and then tying them together. We could, for instance, tie Examples 3 and 4 together. In practice this is much too tedious a job. Generally, role conflict definitions involving more than one level of cognition can be reduced to a single coded statement at the highest order level mentioned with the use of appropriate additional stipulations when needed. For instance, Example 9 deals with a discrepancy between a norm for the other and a behavior exhibited by the other. The top line of the example gives the norm, while the bottom line deals with the discrepant behavior. In Example 10, we are given a rather complex definition in which a position holds a norm for itself which is in conflict with a norm it (correctly) attributes to another position. The discrepancy between own and attributed norms is handled by using the two lines of the conflict definition. The fact that the attributed norm is veridical is handled in the Additional Stipulations dimension.

Specific Conventions for Role Term Definition Coding

It is useful to summarize specific characteristics of role term definition codes. Codes for term definitions will normally appear on a single line. Real world level codes will consist of a single bracket plus additional materials. Cognitive codes will exhibit materials in front of the bracket. A first-order level code will always begin with an expectation [E], a norm [N], or occasionally a perception [P]. Second-order level codes begin with an attributed or ausvalued cognition and show an arrow in the coding. Most definitions are simple in that they may be represented with a single bracket. Occasionally (particularly when the definition specifies concurrence between two more primitive role elements) a complex code is used involving two complete brackets which are connected with a "+" sign.

The use of the dash (-) indicates that material was uncodable. This may have been due to the author's disinterest in the dimension involved or our inability to understand his resolution of the problem. An asterisk is coded below the element focused upon in the definition. For instance, if a role is said to be "a set of expectations," then we would code $\underset{*}{[E]}$. The primary person will always be underlined. He is almost, but not always, the object in role term definitions.

Specific Conventions for Role Conflict Definition Coding

Similar but not identical conventions are used for the coding of role conflict definitions. Definitions will ordinarily appear on one line *except* for those elements defined to be in disparity. Wherever disparities are defined to occur they will be indicated by the joint coding of two similar but not identical element codes on different lines. Thus, all materials in a role conflict definition code which appear on a single line only may be assumed to *not* be disparate in the definition offered. Since disparities are evident in the code, no asterisk is used. The primary person is considered to be the person suffering role conflict and is again underlined.

One convention regarding the coding of characteristic and cognition disparities will complete the discussion. It will be recalled that expectations, for instance, may be said to differ in *content*, *scale point value* or in *subjective probability*. Examples of the former two types of disparities are much more common in role conflict definitions than the latter. To give examples: Role conflict might be defined as two disparate norms which were held by subjective positions with regard to what was the *most* important behavior an object position might perform. In actual practice, of course, the implied conflict in this example stemming from norms which differed in content might be resolved by the object position actually doing *both* behaviors. On the other hand, if one position felt that *no* action should take place, while another position *insisted* that action take place, the object position could not resolve the dilemma posed because these were norms stated at contrasting *scale point values*. The acceptance of one behavioral alternative implies the impossibility of others for scale-point conflict.

As a coding role, we have adopted the practice of indicating discrepancies in the *content* of behavior or features by coding discrepant characteristics $[\genfrac{}{}{0pt}{}{B_1}{B_2}$ or $\genfrac{}{}{0pt}{}{F_1}{F_2}]$ while *scale-point* discrepancies are coded as cognition type $[\genfrac{}{}{0pt}{}{E_1}{E_2}$ or $\genfrac{}{}{0pt}{}{N_1}{N_2}]$. Disparities in *subjective probability* (or approval for norms) are coded through an appropriate use of additional stipulations. (Actually we have found no such definitions used by others.) This coding convention is relatively clear. It breaks down when we are unable to understand the resolution of this problem in a particular author's definition.

Discussion

The use of a system of conceptual coding such as is here outlined is frought with pitfalls and interpretation. The authors of this paper approach the problem of coding definitions of role terms and role conflict with diffidence and an awareness of the problems involved in communication in the social sciences. Some codes to be found in Chapters III and IV may be wrong. More probably, we have compressed some thoughtful materials into the apparently sterile confines of the present system. It is to be hoped that the insights gained from having a common system of terms and distinctions will outweigh these inadequacies and mistakes.

CHAPTER III

TERMS AND CONCEPTS USED IN ROLE THEORY

Introduction

Theoretical papers in role theory have an unfortunate tendency to exemplify much of what is wrong with contemporary writing in the social sciences. Significant and unique contributions tend to be buried under a mass of verbalization, logical circularity, terms used in many and confusing ways, terms used for concepts diametrically opposed to the usage of others, refusal to recognize the differences between another's concerns and one's own, utilization of various levels of abstraction with no recognition of problems thus introduced, and tedious and continual redefinition of terms. These are harsh criticisms. Let the contributors speak for themselves:

> "Roles are normative in that they involve some implicit shared expectancy among group members; and norms themselves, lacking visibility, may nonetheless dwell in expectancies. It is these expectancies, then, which may be normative, in the sense of typicality. Norms and roles are only distinguishable insofar as norms usually imply expectancies applicable to many persons, while roles are expectancies restrictive to one or a very few individuals in a group."
>
> (Hollander, 1958)

> "Position: A location in a social structure which is associated with a set of social norms...Role: A part of social position consisting of a more or less integrated or related sub-set of social norms which is distinguishable from other sets of norms forming the same position.. Norm: A patterned or commonly held behavior expectation. A learned response, held in common by members of a group.
>
> (Bates, F. L., 1956)

> "[Role is] any position differentiated in terms of a given social structure whether the position be institutionalized or not...the social position [is] given to the individual...These roles involve obligations, rights, and expected performances of the individuals who hold them... An *ideal* role is an *institutionalized role*. Such a role involves normative standards, conformity with which is generally to be expected, and failure to conform with which is met by moral indignation. An *actual role* is the position in fact occupied by an individual."
>
> (Levy, 1952)

Such widely differing uses and concerns as evidenced by the above contributors suggests the need for a common system of terms and concepts in role theory.

In order to test the utility of the conceptual and terminological system detailed in Chapter I, the author and others chose a representative group of theoretical articles from the basic bibliography. From each of these references we listed the major terms used by the contributor and attempted to express his concepts in terms of the code given in Chapter II. When concepts were obviously improperly expressed by the coding system we supplemented with (occasionally copious) notes. Results of the codings and notings were then tabulated and interpreted. Altogether, 67 references were treated in this manner. This chapter contains sections listing and discussing findings of the analysis and is terminated with an annotated bibliography of the basic references in both English and coded forms.

Results of this analysis are presented with apologies. It is unreasonable to expect that 'translation' of a number of quite different terms and concepts into a single common system will do justice to all contributions. It is also possible that a number of outright 'mistakes' were made in the translation process.

Term Usage in Theoretical Articles

Figure 3.1 presents a list of terms which have been used by various authors to refer to the basic concepts of role theory. Concepts listed in Figure 3.1 are designated with the author's terminology (from Chapter I) and are underlined. Terms used for each concept, or more often for each concept with a variety of specifications and modifications, are listed together with at least one reference in which the term was so used. Usage of the various terms ranged from single instances to more than half of the references consulted.

It will be noted that all of the concepts listed are primitive, and the expectational concepts are first order. It was found to be characteristic of theoretical contributions to role that the majority of discussions focused upon these levels. In only a half a dozen of the references consulted were second order cognitions dealt with explicitly. Derived concepts appeared everywhere but usually in the context of a connotative discussion and with enormous variation in usage. It should also be noted that the majority of authors consulted refer to a position (or status) as a 'slot,' 'node,' 'point' or other term designating a fixed place in a social structure. Only a few authors (for instance, Daniels, 1959) have recognized the utility of converting such abstract definitions into their equivalent 'set-of-persons' form as is done in this monograph.

It should be noted in Figure 3.1 that an enormous variety exists for the usage of the most common terms in role theory. The term, role, has been used for every concept in the figure except a single expectation. Expectation and norm have been used almost indistinguishably for cognitions of either a prescriptive or descriptive orientation. There are almost no terms which have been used to describe concepts of behavior which have not also been used to describe cognitive concepts. Above all, each concept has received a striking variety of different terms, some used for other concepts by other contributors, some used uniquely.

Term Usage in Empirical Articles

Lest it be assumed that the terminological confusion of role theory is confined to theoretical contributions, Figure 3.2 presents a similar round-up of concepts and terms for empirical role studies.*

It will be observed that the concepts listed in Figure 3.2 are different from those of Figure 3.1. The behavioral concepts have disappeared--since it is extremely difficult to find behavioral observation studies among the empirical literature of the social sciences. To replace them,however, a large group of investigators have dealt with second order cognitions indicating a greater focus upon these concepts than has appeared in the theoretical literature.

Figure 3.2 presents an even wilder usage of terms for role cognitions

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*References for Table 3.2 were taken from Chapter II, Volume D of this series. For easy reference, the articles referred to in Table 3.2 are appended in a separate bibliography at the end of the chapter.

VARYING TERMS USED TO DESIGNATE CONCEPTS IN THEORETICAL ARTICLES

Position

Actual role (Levy, 1952)
Behavioral status (Argyle, 1952)
Distributive status (Daniels, 1959)
Historic role (Hughes, 1937)
Ideal role (Levy, 1952)
Locus (Benoit-Smullyan, 1944)
Office (Davis, 1942)
Perceived Status (Argyle, 1952)
Position (Bates, F. L., 1956)
Relational status (Daniels, 1959)
Role (Jaques, 1951)
Situs (Benoit-Smullyan, 1944)
Social identity (Gouldner, 1957)
Social role (Curle, 1947)
Social status (Daniels, 1959)
Station (Davis, 1942)
Status (Linton, 1936)

A Single Expectation

Anticipation (Gross, Mason, and McEachern, 1958)
Cultural role (Sargent, 1951)
Expectation (Parsons, 1951b)
Norm (Stouffer, 1949)
Sent norm (Rommetveit, 1955)
Situational role (Sargent, 1951)
Role expectation (Sarbin and Jones, 1955)

A Single Norm

Expectation (Gross, Mason and McEachern, 1958)
Group norm (Festinger, Schachter, and Back, 1950)
Informal norm (Levinson, 1959)
Norm (Bates, F. L., 1956)
Official norm (Levinson, 1959)
Other-expectation (Stogdill, Scott and Jaynes, 1953)
Prescription (Lewis, 1959)
Role (Hollander, 1959)
Role criterion (Bar-Yosef and Schild, 1960)
Role expectation (Ben-David, 1958)
Self-expectation (Stogdill, Scott, and Jaynes, 1953)
Sent norm (Rommetveit, 1955)
Value (Morris, 1956)

Figure 3.1

A Single Behavior

Group norm (Festinger, Schachter, and Back, 1950)
Role (Mangus, 1957b)
Role acting (Bar-Yosef and Schild, 1956)
Role behavior (Gross, Mason, and McEachern, 1958)
Role performance (Getzels and Guba, 1957)
Role playing (Argyle, 1952)
Sent norm (Rommetveit, 1955)

A (related) group of expectations

Conceptual role (Yablonsky, 1953)
Personal role (Hughes, 1937)
Role (Bates, A. P., 1956)
Social role (Hughes, 1937)

A (related) group of norms

General status (Brookover, 1955)
Personal role (Jacobson, Charters, and Lieberman, 1951)
Prescribed role (Thibaut and Kelley, 1959)
Role (Coutu, 1951)
Role as prescribed behavior (Bates, A. P., 1956)
Role conception (Levinson, 1959)
Role image (Bar-Yosef and Schild, 1960)
Role sector (Gross, Mason and McEachern, 1958)
Social role (Jacobson, Charters, and Lieberman, 1951)
Status in situation (Brookover, 1955)

A (related) group of behaviors

Enacted role (Thibaut and Kelley, 1959)
Personal role
Role (Newcomb, 1951)
Role as overt behavior (Bates, A. P., 1956)
Role behavior (Jacobston, Charters, and Lieberman, 1951)
Role performance (Levinson, 1959)
Role playing (Coutu, 1951)
Role taking (Sarbin, 1943)
Situational role (Warren, 1949)
Social role (Reissman, 1949)

Figure 3.1 (con't.)

than was found in Figure 3.1. The term, attitude, for instance, has been used for expectations, norms, attributed expectations, and attributed norms. Norm and expectation are again used almost interchangeably. And a large freight of terms from neighboring sociological and psychological fields has crept in.

Sophistication of Theoretical Concepts

Tables 3.3 through 3.6 report the specifications and details with which theoretical contributors have defined the various concepts they have used. Once again, these tables are set up in terms of concepts expressed in our terminology and not necessarily that of the contributor. Tables 3.3 through 3.6 were derived from the 114 separately coded behavioral and first order cognitive concepts defined in the theoretical references previously discussed. Entries in these tables represent the number of times a given concept was used (except when an occasional concept was entered twice to indicate that the contributor clearly had two distinct usages in mind). It should be mentioned that numerous terms were coded for certain references so that multiple entries in any given cell may represent usage by a single contributor.

Basic Concepts Used. Tables 3.3 through 3.6 are each tabluated using similar concepts to those used in Figure 3.1: A single expectation, a single norm, a single behavior, several (related) expectations, several (related) norms, and several (related) behaviors. Missing are positional concepts, because the distinctions dealt with in these tables are inapplicable to position. In addition, 10 first order concepts were coded separately. These latter were either unclear in their cognitive referent or represented usage of an orientation other than prescription or description.

It will be observed in Table 3.4 that contributors have tended to focus upon norms rather than expectations. Both at the level of the single cognition and in terms of a group of cognitions, normative usage has predominated. Role

2

theorists have also shown a greater tendency to talk about a pattern of several behaviors than they have about single behavioral units.

Object Characteristic Usage. Table 3.3 deals with object characteristics that are specified by the contributor. (Behavioral concepts are not tabulated in Table 3.3 as their object characteristic is self evident.) It will be observed in this table that a vast majority of role theorists have dealt only with behaviors and that relatively few contributors have been unclear about object characteristic discussed.

Object Person. Table 3.4 deals with object person specification in the role concepts of contributors. Four categories of object person have predominated in the references coded: Single (or 'one or more') persons, persons who are explicitly seen as members of a position, positions themselves and groups (especially small groups). In addition, some contributors are unclear as to what sort of an object the role concept being defined applied to.

It will be observed in the table that contributors are about divided as to whether role concepts should apply to single persons or to persons who are position members. However, the pattern of usage is different for normative concepts as opposed to expectations and behaviors. While both single and multiple norm definers have chosen to focus upon persons as members of a position, contributors defining expectational or behavioral concepts have tended to focus upon the single person. This disparity reflects the training and interests of the contributor. Psychologically oriented role theorists have tended to see role theory as applicable to the individual and to look for an interaction between behavior patterns and expectations. Sociologically trained role theorists have been more interested in the normative integration of the social system, have emphasized the interaction of norms and behavior, and have seen the object as a person imbedded in a social system. Table 3.5 also mirrors this interpretation.

VARYING TERMS USED TO DESIGNATE CONCEPTS IN EMPIRICAL STUDIES

Expectation

Actual self (Martire and Hornberger, 1957)
Attitude (Chance, 1957)
Behavior (Whitelow, 1940)
Breadth of role conception (Thomas, 1959)
Conflict (Getzels, 1955)
Evaluation (Goldberg, 1959)
Evaluation of self (Couch, 1955)
Evaluation of social status (Benson, 1955)
Expectation (Dymond, 1950)
Ideal configuration (Sharpe, 1954)
Impression of way of life (Rosencranz, 1960)
Norm (Hall, 1953)
Opinion (Rasmussen and Zander, 1954)
Particularistic obligation (Stouffer and Toby, 1951)
Perceived motivation (Berkowitz, 1956)
Perception (Bieri, 1953)
Perception of role behavior (Bidwell, 1955)
Personal and social trait (Jordan, 1929)
Prestige status (Smith, 1943)
Private self (Brownfain, 1952)
Role (Bott, 1955)
Role conception (Hartley and Klein, 1959)
Role conflict (Gullahorn, 1955)
Role expectati9n (Ort, 1950)
Role norm (Sharpe, 1954)
Role orientation (Olmstead, 1954)
Role prescription (Hall, 1956)
Self concept (Hanlon, Hofstoetter and O'Conner, 1954)
Self perception (Ghiselli, 1956)
Self rating (Steiner and Dodge, 1957)
Social norm (Hilmar, 1955)
Social perception (Barker and Sarbin, 1956)
Social role (Olmstead, 1957)
Social type (Strong, 1943)

Norm

Actual motivation (Berkowitz, 1956)
Approved role (Sommer and Lewis, 1954)
Attitude (Dallolio, 1955)
Attitude of "should" Walters and Ojemann, 1952)
Attitudinal consensus (Hall, 1953)
Estimate (Bird, 1917)
Ethical commitment (Thomas, 1959)
Evaluation of social status (Benson, 1955)
Expectation (Gross, Mason, and McEachern, 1958)
Feeling (Tiedmeman, 1942)

Figure 3.2

Norm (Con't.)

Formalized social relationship (Wispe and Lloyd, 1955)
Ideal self-concept (Hanlon, Hofstoetter, and O'Conner, 1954)
Ideal trait (Yourglich, 1955)
Judgment (Trabue, 1953)
Leader role (Davis, Hagedorn, and Larson, 1954)
Norm (Cook and Almack, 1939)
Opinion (Haer, 1953)
Particularistic obligation (Stouffer and Toby, 1951)
Personality trait (Robbins, 1944)
Quality (Champlin, 1931)
Role (Getzels and Guba, 1954)
Role expectation (Davis, 1954)
Role obligation (Couch, 1958)
Role orientation (Olmstead, 1954)
Self-ideal (Maritre and Hornberger, 1957)
Social norm (Kay, 1943)
Social type (Strong, 1943)
Trait (Davies, 1933)
Value judgment of role conception (Motz, 1952)

Attributed expectation

Ascribed attitude (Stryker, 1957)
Attitude (Haywood, 1935)
Attributed expectation (Rogers, 1953)
Concept (McKenna, et al, 1956)
Conception about expectation (Terrien, 1955)
Empathic ability (Dymond, 1950)
Evaluation of social status (Benson, 1955)
Expectation (Getzels, 1955)
Expectation (Turner, 1954)
Generalized other (Miyamoto and Dornbusch, 1956)
Interpersonal expectation (Hilmar, 1955)
Member role (Bates and Cloyd, 1956)
Norm (Stouffer, 1949)
Opinion (Chowdhry and Newcomb, 1952)
Others evaluation of self (Couch, 1955)
Perceived consensus (Monk and Newcomb, 1956)
Perceived rating (Reeder, Donohue, and Biblarz, 1960)
Perceived response (Miyamoto and Dornbusch, 1956)
Perceived similarity (Davitz, 1955)
Predicted attitude (Stryker, 1957)
Perceived response (Gross, Mason and McEachern, 1958)
Received social norm (Rommetveit, 1955)
Role (Turner, 1954)
Role accuracy (Couch, 1958)
Role expectation (Gross and Mason, 1953)
Role orientation (Olmstead, 1954)

Figure 3.2 (cont'd.)

Attributed expectation (con't)

Social norm (Stouffer, 1949)
Social perception (Barker and Sarbin, 1956)
Social self (Brownfain, 1952)
Social type (Strong, 1943)

Attributed norms

Attitude (Rasmussen and Zander, 1954)
Attributed norm (Hanson and Umstaatd, 1937)
Evaluation of social status (Benson, 1955)
Group norm (Bates and Cloyd, 1956)
Opinion (Cook, Almack and Greenhoe, 1938)
Perception (Seidman and Knapp, 1953)
Reaction (Harris, 1946)
Received social norm (Rommetveit, 1955)
Role orientation (Olmstead, 1954)
Social self (Martire and Hornberger, 1957)

Ausvalued norms

Opinions (Story, 1950)
Reactions (Harris, 1946)

Ausvalued norms

Role expectation (Gross and Mason, 1953)

Figure 3.2 (con't.)

Subject Person. Table 3.5 reports the subject persons who have been specified in role concept definitions. Five categories of subject person have appeared prominently in the definitions given by contributors: The object person (who holds cognitions for himself), another person, other persons (who shared cognitions), the group (which shares cognitions), or unspecified persons who share cognitions) including 'the culture.' In addition, a number of contributors were unclear as to who was holding the role cognition defined. (Behavioral concepts are excluded from table 3.5 as there is no subject for a behavior.)

All five categories of subject person have been used by contributors in defining role cognitions with apparently little discrimination. In addition, 18 out of approximately 80 coded definitions did not specify subject person at all. It should be noted, however, that norm definitions are more likely to involve multiple subject persons who share the cognitions held whereas expectations are more likely to be held by single subjects. This reflects the difference in orientation between psychologically- and sociologically-trained role theorists mentioned above.

Background Specification. Table 3.6 deals with usuage of backgrounds by theoretical contributors in the role area. It will be observed that approximately half of the definitions coded involved no specification of background whatsoever, while those contributors using backgrounds tended to focus upon social situations or position sets. It is interesting to note that settings and purposes as backgrounds were used only by contributors defining behavioral terms. It appeared much more difficult for behavioral theorists to explain what was meant by a 'pattern' of behavior (consitituting a 'role') than it was for cognitive theorists to point to a set of cognitions associated with a given position. As a result, behavioral theorists tended to tie behaviors to a wider range of backgrounds, to the content areas of role cognitions held, or to other 'handles.'

TABLE 3.3

THEORETICAL CONCEPT VERSUS OBJECT CHARACTERISTIC

	Behaviors	Features	Unclear	Totals
A Single Expectation	10	2	1	13
A Single Norm	20	1	5	26
Several (Related) Expectations	6	1	2	9
Several (Related) Norms	23	1	1	25
Other Concepts	7	1	2	10
Totals	66	6	11	83

TABLE 3.4

THEORETICAL CONCEPT VERSUS OBJECT PERSON

	Person	Person (Position Member)	Position	Group	Unclear	Totals
A Single Expectation	6	5	0	0	0	11
A Single Norm	7	12	0	2	4	25
A Single Behavior	5	3	0	1	1	10
Several (Related) Expectations	5	2	0	1	1	9
Several (Related) Norms	4	18	2	0	0	24
Several (Related) Behaviors	11	13	1	0	1	26
Other Concepts	4	4	1	0	1	10
Totals	42	57	4	4	8	115

Theoretical Distinctions Not Coded

Several conceptual distinctions were made by more than one contributor which were difficult to code or which did not readily fall into the system of concepts used in this monograph: (1) A number of contributors offered classifications of status types, among them Argyle (1952), Benoit-Smullyan (1944), Davis (1942), Daniels (1959),Hughes (1937, 1938), and Merton (1940).

(2) Various methods or restrictions are offered for circumscribing role behaviors. Argyle (1952), Bates, F. L. (1956), Festinger, Schachter and Back (1950), and Slater (1955) see behaviors as being patterned or uniform. Newcomb (1951) and Rose (1951) emphasize that behaviors are integrated with the behaviors of others, while Getzels and Guba (1954), Gross, Mason and McEachern (1958), Homans (1950) and Hughes (1937) provide specifications of object-target relationship. Argyle (1952), Bar-Yosef and Schild (1956), Coutu (1951), Getzels and Guba (1957), Gross, Mason and McEachern (1958), Reissman (1949), and Sargent (1951) define behavioral terms which depend upon conformity of behaviors with shared norms, while Havighurst (1954) and Sarbin (1954) give similar definitions which specify conformity to shared expectations. Finally Ackerman (1951), Benne and Sheats (1941), Cottrell (1942a), Lawler (1947), Lewis (1959), Sarbin (1943), and Warren (1949) provide discussions of behavioral concepts which are based upon other psychological constructs,particularly those of needs, imitation, and learning.

(3) Several authors, notably Homans (1950) and Levinson (1959), discuss the concept of 'official' norms which are codified and promulgated by an institution--as opposed to the 'personal' or 'informal' norms of the group. Bates, A. P. (1956), Newcomb (1951), and Rommetveit (1955) discuss role cognitions with non-standard orientations. Finally, several authors have made the sanctioning process intrinsic to their definitions including Homans (1950), Lewis (1959), Rommetveit (1957), and Talland (1957).

TABLE 3.5

THEORETICAL CONCEPT VERSUS SUBJECT PERSON

	Object Person	Another Person	Others (Shared)	Group (Shared)	Unclear (Shared)	Not Specified	Totals
A Single Expectation	3	4	0	0	3	2	12
A Single Norm	2	4	0	9	5	5	25
Several (Related) Expectations	4	1	0	1	2	0	8
Several (Related) Norms	1	1	7	3	4	8	24
Other Concepts	2	1	1	1	2	3	10
Totals	12	11	8	14	16	18	79

TABLE 3.6

THEORETICAL CONCEPT VERSUS BACKGROUND SPECIFIED

	Social Situation	Position Set	Setting	Purpose	None	Totals
A Single Expectation	6	1	0	0	5	12
A Single Norm	6	5	0	0	15	26
A Single Behavior	3	2	0	0	5	10
Several (Related) Expectations	2	1	0	0	5	8
Several (Related) Norms	3	4	0	0	17	24
Several (Related) Behaviors	12	5	1	3	7	28
Other Concepts	4	2	0	0	5	11
Totals	36	20	1	3	59	119

Summary

It is abundantly clear from these findings that there is a great deal of conceptual and terminological confusion in contemporary role theory. In addition, numerous derived concepts or (from the author's point of view) 'implications' of the role orientation are often imposed into the structure of basic concept definitions by others writing in this field.

It should not be concluded, however, that role theorists are talking about totally different things. The majority of contributors speak directly to the subject of patterned behaviors and their antecedants in terms of role cognitions, and many see such processes as consensus, sanctioning, and conformity, as central to the acquisition and maintenance of a role in stable social interaction.

The conclusion is inescapable that much confusion could be avoided in role theory with the adoption of a common system of terms and concepts. In addition, the time is ripe for exploration of the propositional structure in this field and a restriction of the endless process of redefinition.

ANNOTATED BIBLIOGRAPHY OF ROLE TERMS AND CONCEPTS USED IN THEORETICAL ARTICLES

1. Ackerman, Nathan W. "Social Role and Total Personality," American Journal of Orthopsychiatry, (1951) 21:1-17.

A presentation of "sociopsychological criteria for a dynamic concept of social role." The social role is a dynamic aspect of the social self, the social self being what is not the inner self. "...the 'social role' or 'social self' is that time-conditioned adaptive integration of personality in group action which is the product of interaction of all the forces in the field, those derived from the environment and those derived from the potentialities of total personality." The relation of individual personality to social role is discussed and also role pathology.

Social Role: [Pers(-) B's - -] SSit (-) B's dynamic reflection of self
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2. Argyle, Michael. "The Concepts of Role and Status," Sociological Review, (1952) 44: 3

The author examines the different uses of the concepts of role and status from the viewpoint of social psychology and presents operational definitions for these two terms.

Role exists "...when the behaviour of occupants of a position in society or an organized group is modally distributed for a class, or classes, of situations."

Role-perception is "...the apprehension of social demands and expectations...and need not be the perception of any actual behaviour, but is simply the cognition of what behaviour would be approved."

Role-behavior occurs when "...the actual behaviour of an individual is sufficiently similar to modal behaviour..." Role-perception, biological selection and the demands of the situation are the processes which produce role behavior.

Role-playing is found "when role-perception is a major factor in behaviour...this covers all cases of acting, imitating, deliberately conforming...or creating certain perceptions in the audience."

Behavioral status: "A person's rank in this [pecking order] interactional hierarchy."

Perceived status: "...a person's rank-order position in the group on the group's dominant values as estimated by himself or the others."

Roles and their corresponding positions are found only in small, organized groups or communities. There are no roles in informal groups, only a "behavioural status order built up in previous interactions." The general society or society at large also has a "behavioural status order," but here it is due to "the perception of general cues," and while roles exist, their corresponding positions are not clearly defined.

Role: [Pos(-) B's - -] PosS (-) Pattern of B's must be unique.
*

Role Behavior: [Pers(P) B's - -] PosS (-) If B uniform with B's of others in position
*

Role Playing: [- B - -] PosS (-) B "based upon" N's attributed to others
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3. Bar-Yosef, Rivjah and Erling Schild. "Role Deviation in Bureaucratic Occupations: An Approach Derived from Expectancy Theory," (Mimeographed) The Eliezer Kaplan School of Economics and Social Sciences, The Hebrew University, Jerusalem, Israel, received March, 1960.

An application of psychological learning theory to the learning of roles, specifically to role-deviation in bureaucracy.

The authors assume that there is a role-image that "includes a set of criteria for appropriate role-behavior, and that role-behavior is designed to fulfill these criteria." The role-incumbent engages in role-acting and "...he holds such a set of criteria [for appropriate role-behavior], and that knowledge of the criteria accepted by him has high predictive power in regard to his role behavior." Sources of criteria are the "various groups, aggregates or individuals ... [who] in some form express their expectations for the role-behavior..."

The institutional (or organizational) aspect of the bureaucratic role is concerned with commands and the occupational aspect with services.

Role image: N's - [Pers(-) B's - -] - (-) Role images involve a set of N's
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Role criterion: N - [Pers(-) B - -] - (-) -'
*

Role behavior or role acting: [Pers(-) B - -] - (-) B is "designed" to match N's.
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4. Bates, Alan P. "Certain Aspects of Role Theory and Role Analysis," paper presented at meeting of the Midwest Sociological Society, 1956.

Role theory provides for an analysis of behavior and the interdependence of behavior at many levels of organization within the same conceptual system in ways which are close to peoples' perceptions of one another. However, the current propositions in role theory are self evident or too general for empirical use. This paper presents, in an attempt to rectify the situation, an isolatior and operationalization of some of the major "dimensions" of role concepts.

Role: "...a configuration of behavior associated with one or more members of a given social system."

Role as Overt Behavior: "...judges' view of the actual performance of a social object in the past or present..."

Role as Anticipated Behavior: "...[judges'] prediction of what the overt behavior of a social object will be in the future."

Role as Prescribed Behavior: "...the judges' notions of how a given social object ought to behave."

Role: E's Pers$_1$(-) [Pers$_2$(-) B's - -] PosS (-)
*

1. E's are shared
2. Object may be one or more persons

Role as Anticipated Behavior: E's Pers$_1$(-) [Pers$_2$(P) - -] PosS (-)
E's are "future" and shared

Role as Overt Behavior: [Pers(P) B's - -] PosS (-) -
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Role as Prescribed Behavior: N's - [Pers(P) B's - -] PosS (-) -
*

5. Bates, Alan P. and J. S. Cloyd. "Toward the Development of Operations for Defining Group Norms and Member Roles," Sociometry, 19, (1956).

Bates and Cloyd contribute to the description and measurement of a group's culture by indicating the need for objective techniques in this field. They briefly mention various definitions of role and norm, then formulate their own in their study cited in the article. An attempt was made for measurement that was both reliable and valid. Careful consideration is given to both the limitations and usefulness of their work.

6. Bates, Frederick L. "Position, Role and Status: A Reformulation of Concepts," Social Forces, (May 1956) 34:4 313-321.

This article discusses the limitations of the concepts of position and role (status is considered to be the same as position), defines position, role and norm, and presents a series of postulates based on the concept of position.

"Norm: A patterned or commonly held behavior expectation. A learned response, held in common by members of a group."

"Position: A location in a social structure which is associated with a set of social norms."

"Role: A part of a social position consisting of a more or less integrated or related sub-set of social norms which is distinguishable from other sets of norms forming the same position."

Norm: N Grp(-) [- B - -] - (-) N shared by group.
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Role:N's Grp(-) [Pos(-) B's - -] - (-) Roles are an "integrated or related sub-set of [all] social norms" associated with the position.
*

7. Ben-David, Joseph. "The Professional Role of the Physician in Bureaucratized Medicine: A Study in Role-Conflict," Human Relations, 11:3 255-274.

In an appendix to this study, made in Israel, the author limns a theory of role and role conflict in his definition of terms, stressing his use of the concept of institutionalization in the definition of role and reference group.

Role: "...the functional position of a unit in a social system ... what one or more persons are institutionally expected to do as a unit of the various systems of society."

Status: "...the hierarchial position of the (same) unit in a social system ... the rewards they [one or more persons] receive in virtue of being the incumbent of the role."

Role Expectations: "...are not infinitely variable, but are determined by the institutional definition of the role in the most inclusive system to which it belongs."

Role: N's - [Pers's(-) B's - -] - (-) N's shared
*
Role Expectation: N - [Pers's(-) B - -] PosS (-) -
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8. Benne, Kenneth D. and Paul Sheats. "Functional Roles of Group Members," Journal of Social Issues, (Spring 1941) 4:2.

Efforts for improvement of group functioning have usually been in the area of improving group leadership. To have effective groups the members' functions should also be analyzed and clarified so that they can more effectively satisfy their own needs as well as the needs of the group.

Members' roles are classified functionally into group task roles, group building and maintenance roles, and "individual" roles.

Role: [Pers(-) B's - -] - (-) Behaviors should be related both to needs of the person and purposes of the group.
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9. Benoit-Smullyan, Emile. "Status, Status Types and Status Interrelations," American Sociological Review, (April 1944) 9:2.

An extensive analysis and redefinition of some positional concepts which are much used by social scientists. Three types of status are presented - prestige, economic, and political, and some new terms are introduced. The author is concerned with status-equilibrium, which is "... a real tendency for the different types of status to reach a common level."

"Social positions are generated by the application of any socially accepted criterion of differentiation between individuals." The three fundamental types are status, situs, and locus.

Status: "...relative position in a hierarchy."
Hierarchy: "...a number of individuals ordered on an

inferiority-superiority scale with respect to the comparative degree to which they possess or embody some socially approved or generally desired attribute or characteristic."

Locus: "...socially defined function in an organized group."
Function: "...refers to the actual contribution of the individual to the group life rather than to the social position of the functioner."

Situs: "...membership in a social group."
Social group: "...an aggregate of persons socially distinguished by any common characteristic except status and locus."

10. Bowman, C. "Role Playing and the Development of Insight," *Social Forces*, (Dec. 1949) 28:2.

Because we are, in a sense, the roles we play, role playing gives us insight into ourselves and others. As the number of roles an individual has the opportunity to play is limited, sociodrama provides an increasing breadth of experience and knowledge.

Role: [$\underline{\text{Pers}(-)}$ B's - -] Set,SocSit,PosS (-) - -
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11. Brookover, W. B. "Research on Teacher and Administrator Roles," *Journal of Education Sociology*, (Sept. 1955) 29:1 2-13

The author combines a review of literature in teacher and administrative roles and a clarification of terms. In his explanation of terms, the author stresses the variability of such concepts as the actor's perception of himself, other's perception of him, actor's perception of other's expectations for him, status in a particular situation and general status in broadly defined positions. His plea for the acknowledgement of the various facets of "role" and consideration of same is well state

In the review of literature Brookover classified studies according to his own terminology. One such group are those who do not differentiate between *status in situation*, *general status*, and *role types* of expectations. A second group are those who consider only general status or role expectations. Some have lumped together general status and role expectations and behavior or self involvement, definition of situation and behavior and treated these groups as equivalent. With these and other suggestive comments, the author presents a stimulation for further work.

Role: N's $\underline{\text{Pers's}_2(-)}$ [Pers$_1$(P) B's - -] - (-) -
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General Status: N's $\underline{\text{Pers's}_2(-)}$ [Pers$_1$(P) B's - -] - (-) N's are not bounded by background.
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Status in Situation: N's Pers's$_2$(-) [Pers(P) B's - -] SSit (-) -
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12. Cottrell, L. S. "Roles and Marital Adjustment," *American Sociological Review*, (May 1933), 27.

Problems of marital adjustment may be clarified by considering the role of the individual in the marital situation. If the role is considered as "the organization of habits and attitudes of the individual appropriate to a given position in a system of social relationships," marital relations may be complicated by efforts to play roles consciously or unconsciously evolved from earlier family relations. In order to understand the relation, therefore, necessitates knowledge of family background and prior roles.

"The role is the organization of habits and attitudes of the individual appropriate to a given position in a system of social relationships."

"There is no conception of one's role, conscious or unconscious, without reference to what action is expected of the situation of which the role is a part.

Role: [Pers(P) B's - -] PosS (-) B's are "appropriate"
                          *

Role Conception: * - [*Pers(P)* B's - -] PosS,SSit (-) · Conceptions shared

13. Cottrell, Leonard S., Jr. "Analysis of Situational Fields in Social Psychology," *American Sociological Review*. (1942) 7.

An attempt to build a working system of social psychology based on the ideas that "...(1) any item of social behavior is understood only as it is seen as a functional part of a situation composed of interacting selves; (2) that in functioning in an interactive system, the organism not only develops the response patterns representing its part in such an interact but actually incorporates the response patterns of the others in its reactive system..."

The article contains illustrative material, propositions concerning interpersonal behavior and application to analysis of collective behavior. Role R B 2 - - P - - E - represents R B 2 - - - 0 - E -
Role "..an internally consistent series of conditioned responses by one member of a social situation which represents the stimulus pattern of the similarly internally consistent series of conditioned responses of the other (s) in that situation is called a role."

Role: [*Pers(-)* B's - -] SSit (-) - B's are patterned and represent a stimulus for other roles.
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14. Coutu, Walter. "Role Playing vs. Role Taking: An Appeal for Clarification," *American Sociological Review*, 16:2 (April 1951)

A critique of the discussions of *role*, *role-taking* and *role-playing* in three social-psychology texts, especially as these conceptions are related to the original Meadian conception.

The author makes a major distinction between role-playing as a sociological concept and role-taking as psychological and ends with a 'back to Mead' plea.

Role: N's - [Pers(P) B's - -] SSit (-) N's shared
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Role Playing (or Role Behaviors): [Pers(P) B's - -] SSit (-) B's conform to shared N's.
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15. Curle, Adam. "Transitional Communities and Social Re-connection: A Follow-up Study of the Civil Resettlement of British Prisoners of War, Part I," Human Relations (1947) 1:1.

The nature of society is defined so that desocialization can be explained. Society is composed of social structure, social roles, social relationship, and culture. Structure is external to the individual and is an institution or the society as a whole. Social role is a position taken by the individual within the social structure and is determined by the nature of the structure. Social relationships can be made when roles are taken and are not completely determined by the role and structure, but also by the attitudes of the individual. Culture has to do with the techniques of handling relationships and their qualities.

16. Daniels, Morris J. "Relational Status and the Role Concept," Pacific Sociological Review, (Spring 1959) 2:1.

This theoretical paper presents a typology of social status with particular attention given to the culturally specific level and to normative versus functional positions. The classes are: relational status, culturally specific; distributive or class statuses, non-relational criteria; distributive statuses, relational criteria; relational statuses, culturally non-specific.

The author sees role as an aspect of status and as normative behavior, and relates them in the section on normative status with reference, in his discussion, to Linton, Parsons, and Nadel.

Norm: N - [Pers(P) B's - -] PosS (-) -
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Role: N's - [Pers(P) B's - -] PosS (-) -
*

17. Davis, Kingsley. "A Conceptual Analysis of Stratification," American Sociological Review, (June 1942) 7:3

An extensive presentation of terms and concepts needed in a discussion of social stratification. The social structure is considered herein as "an emergent reality," and not as concrete.

Position: "A place in a given social structure."

Status: "A position in the general institutional system."

Office: "A position in a deliberately created group."

Station: "A cluster of positions which may be combined in one individual and recognized as so combined in many cases."

Stratum: "A mass of persons in a given society enjoying roughly the same position."

Role: "Following Linton ... the manner in which an individual actually carries out the requirements of his position."

Role: [*Pers(P)* B's - -] - (-) -
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18. Festinger, Leon, Stanley Schachter, and Kurt Back. *Social Pressures in Informal Groups*, New York: Harper and Brothers, (1950).

A study of the workings of a small informal group (the tenants in a housing development) with particular emphasis upon the role of the physical setting in such group processes as communication, cohesion, and rejection.

"The term '*group standard*' or '*group norm*' has been used freely either to describe or explain the rather well substantiated finding that members of the same face-to-face group exhibit relative uniformity with respect to specified opinions and modes of behavior... A group standard may be defined as a uniform set of directions which the group induces on the forces which act on the members of the group."

Group Norm (Group Standard): [*Grp(-)* B - -] - (-) B exhibits uniformity
*

Group Norm (Group Standard): N *Grp(-)* [Grp(-) B - -] - (-) -
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19. Getzels, J. W. and E. G. Guba. "Role, Role Conflict and Effectiveness: An Empirical Study," *American Sociological Review*, (1954) 19:2 164-175.

This study was prompted by the desire to work out a method for investigating role conflict in real life settings. While role conflict occurs when an actor is required to fill roles with incompatible expectations, in order to measure the severity of conflict both situational and personality variables need be considered. Getzels and Guba formulate hypotheses concerning extent, ineffectiveness and intensity of role conflict and apply these to conflict of military officer and teachers' role at Air University. Through their findings in this study the authors indicate the fruitful application of hypothesis to the question of what constitutes successful versus unsuccessful handling of role conflict.

Role: N's - [*Pers(P)* B's - -] - (-) N's are "complementary"
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20. Getzels, J. W. and E. G. Guba. "Social Behavior and the Administrative Process," *School Review* (1957) 65:4 423-441.

A comprehensive social-psychological description of the structure and functions of organizations and of the nature of the administrative process and the individual's relations to these. Institution, *role*, and *expectation* are the "*nomothetic*, or normative dimension of activity in a social system, and individual, personality and need-disposition, which together constitute the idiographic, or personal, dimension of activity in a social system."

Institutions are purposive, peopled, structural, normative, and sanction-bearing. "Roles represent positions, offices, or statuses within the institution; ...are defined in terms of role expectations, are "institutional givens" and have associated behaviors ... lying along a continuum from 'required' to 'prohibited.'"

Role: N's - [Pers(P) B's - -] - (-) -
*

Role Expectation: N - [Pers(P) B - -] - (-) -
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Role Performance: [Pers(P) B - -] - (-) B conforms to N's.
*

21. Gouldner, Alvin W. "Cosmopolitans and Locals: Toward an Analysis of Latent Social Roles - I," Administrative Science Quarterly, (December 1957) 2:3.

The concepts of social identity and latent social role are developed and applied to a discussion of loyalty of individuals to organizations.

"...the process by which the individual is classified by others in his group in terms of the culturally prescribed categories, can be called the assignment of a 'social identity.' The types or categories to which he has been assigned are his social identities, ...corresponding to different social identities are differing sets of expectations, differing configurations of rights and obligations. In these terms, then, a social role is a shared set of expectations directed toward people who are assigned a given social identity."

Role: N's - [Pers(P) - - -] - (-) N's shared
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22. Gross, Neal, Ward S. Mason, and Alexander W. McEachern. Explorations in Role Analysis: Studies of the School Superintendency Role, Chapter 4, "A Language for Role Analysis," New York: John Wiley and Sons, Inc. (1958).

A theoretical background and empirical study of the role of the public school superintendent in terms of social location, behavior and expectations, with special attention given to the problems of role consensus and role conflict.

Position: "The location of an actor or class of actors in a system of social relationships."

Expectation: "An evaluative standard applied to an incumbent of a position."

Anticipation: The "predictive" equivalent of an expectation.

Role: "A set of expectations applied to an incumbent of a particular position."

Role Sector: "A set of expectations applied to the relationship of a focal position to a single counter position."

Role Behavior: "An actual performance of an incumbent of a position which can be referred to an expectation for an incumbent of that position."

Role Attribute: "An actual quality of an incumbent of a position which can be referred to an expectation for an incumbent of that position."

Expectation: N - [Pers(P) B or F - -] - (-) -
*

Anticipation: E - [Pers(P) B or F - -] - (-) -
*

Role: N's - [Pers(P) B's or F's - -] - (-) -
*

Role Sector: N's - [Pers(P) B's - -] - (-) B's directed towards selected target
*

Role Behavior: [Pers(P) B - -] - (-) B "can be referred" to N's.
*

Role Attribute: [Pers(P) F - -] - (-) F "can be referred to" N's.
*

23. Havighurst, Robert J. "Flexibility and the Social Roles of the Retired," The American Journal of Sociology, (1954) 59:4 309-311.

Use of flexibility of roles to indicate problems of change for the retired.

Social role: "...a pattern of activity which many people commonly fill and which is expected by society. Living a social role means meeting community expectations. Meeting social expectations usually brings both social approval and personal satisfaction."

Role: E's Grp(-) [- B's - -] - (-) B's conform to E's, which are shared.
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Grp = "community"

24. Hiller, E. T. "The Social Structure in Relation to the Person," Social Forces, (Oct. 1937) 16:1 34-43.

A description of the social system and of the individual's place, development and action within the system. The difficulties of the traditional individual-society dichotomy are avoided by assuming that "...the social and personality structures are essentially concurrent and equivalent in content." Individuals are categorically placed in the system in positions and statuses. A role is "...the conduct implied in the occupancy of a status or position...with reference to those in other statuses or positions.

Statuses: "...the culturally prescribed categories of differentiation that are handed down by traditions...prescribed and defined."

Positions: "...the competitively determined order of differentiations in the structure 'permissive and problematical.'"

Role: [Pers(P) B's - -] - (-) -
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25. Hollander, E. P. "Conformity, Status, and Idiosyncrasy Credit," Psychological Review, (1959) 65:2 117-127.

This article views the problem of how leaders can be said to conform to group norms and at the same time have enough latitude to change group norms. Hollander suggests that at the early stage individuals conform to group standards in order to accumulate a status reservoir (idiosyncrasy credit) which serves as an account to draw upon when deviating from group expectancies. The individual's "credit" increases or decreases as a function of the group's perception of his performance.

Norm: N - [Pers's(-) - - -] - (-) Norms apply to "many persons," and are shared.
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Role: N - [Pers's(-) - - -] - (-) Roles apply to a "few individuals."
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26. Homans, George C. The Human Group, New York: Harcourt, Brace and Company, (1950).

A social theory is based upon principles found in a close examination of five case studies of human behavior.

Social System: "The activities, interactions, and sentiments of the group members, together with the mutual relations of these elements with one another during the time the group is active..."

Norm: "...an idea in the minds of the members of the group...that can be put in the form of a statement specifying what the members or other men should do, ought to do, are expected to do, under given circumstances. ...[this] is a norm only if any departure of real behavior from the norm is followed by some punishment."

Role: "...a norm that states the expected relation of a person in a certain position to others he comes into contact with..."

Norm: N Grp(-) [- B - -] SSit (-) Departure of B from N is sanctioned.
*

Norm: N Grp(-) [Pers(P) B - -] SSit,PosS (-) B directed towards other position members.
*

27. Hughes, Everett C. "Institutional Office and the Person," American Journal of Sociology, 43:3 (Nov. 1937).

The relationships between social role, career and office are examined. The idea of social role, based upon work in personality, defined as the individual's own conception of his relation to others, is insufficiently inclusive, for role is also institutional and historic in that it encompasses status.

Historic Role is a position within an institution.

Personal Role is that which is peculiar to the individual.

Social Role is the individual's "consistent conception of self in relation to other people."

Status is "...that part of one's role which has a standard definition in the mores or in law...[It] is never peculiar to the individual; it is historic."

Social Role (Personal Role): E's Pers(-) [Pers(-) - - -] - (-) Character-
* istics are "in relation to other people."

28. Hughes, Everett C. "Position and Statuc in a Quebec Industrial Town," American Sociological Review, (1938) 3:5.

While position is an individual's place in a competitive system and status is an attribute of a person in society, in a well integrated system they tend to correspond. Using these tools Hughes shows and analyzes the changes in a stable rural society invaded by modern industry.

29. Jacobson, Eugene, W. W. Charters, Jr., and Seymour Lieberman. "The Use of the Role Concept in the Study of Complex Organization," Journal of Social Issues, (1951) 7:3.

This examination of role and its applications to the study of hierarchial organizations especially concerns itself with role expectations.

"Role: A set of expectations which others share of the behavior an individual will exhibit as an occupant of a position or status category.

Role Behavior: A pattern of behavior exhibited by an individual as the occupant of a position or status category.

These expectations and behaviors have two components which are interdependent but which must be distinguished:

Social Role: A set of expectations which others share of the behavior associated with a position, without respect to the characteristics of the person who occupies the position.

Personal Role: A set of expectations which others share of an individual's behavior in a position, without respect to the social role."

Role: N's Pers's$_2$(-) [Pers$_1$(P) B's - -] - (-) -
*

Role Behavior: [Pers(P) B's - -] - (-) -
*

Social Role: N's Pers's(-) [Pos(-) B's - -] - (-) -
*

Personal Role: N's Pers's$_2$(-) [Pers$_1$(P) B's - -] - (-) N's for B's
* "without respect
to social role"

30. Jaques, Elliott. The Changing Culture of a Factory, Tavistock Publications, Ltd., The Alcuin Press, Welwyn Garden City, Herts., Great Britain (1951).

A factory is described as a social organization undergoing change, and a conceptual system to analyze the changes is presented.

The social structure "...is made up of a network of positions which can be occupied by individuals or groups: these positions being defined as roles." Both structure and role are external to the individual and an individual enters a community by assuming one or more roles. The nature of the formal role relationships are specified by the social structure; status is the value placed upon a role (as opposed to prestige, the value an individual has).

31. Lawler, Gerald W. "Role Therapy," Sociatry, (1947) 1.

The conceptual framework of role psychology upon which role therapy is based is described and used as the basis for a discussion of the relationships and conflicts among an individual's roles. The author also describes a questionnaire used to survey a subject's role repetory.

A person is composed of an inner ego and his peripheral roles. "Roles are behavior patterns learned by the individual through the process of identification and imitation ... the parts he plays in the groups of which he is a member." They are products of the culture and are acquired by the individual to enable him to function in accordance with the expectations of the members of this culture.

Role: [Pers(-) B's - -] PosS (-) B's are learned through identification and imitation.
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32. Levinson, Daniel J. "Role, Personality and Social Structure in the Organizational Setting," Journal of Abnormal and Social Psychology, (1959), 58:2 170-180.

According to the author the concept of role offers vast possibilities for the integration of psychology, sociology, and anthropology--possibilities which have been overworked and underdeveloped. As his contribution the author provides an interesting glimpse of past use of role concepts in the organizational setting and suggests important differentiation of terminology in constructing a working formula among the social sciences. Because "role" has been used to mean by different writers, 1. structurally given demands, 2. member's orientation or conception of role, or 3. actions of the individual members, the concept has become unwieldly and theoretically restricting. This article presents conceptualization for use in an organizational structure and a plea for similar work in related fields.

Informal Norms: N Grp's(-) [Pers(P) B - -] SSit (-) Not official
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Official Norms: N Grp(-) [Pers(P) B - -] - (-) N's are public and codified. Grp = institution.
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Role Conception: N's Pers(P) [Pers(P) B - -] - (-) -
*

Role Performance: [Pers(P) B - -] - (-) -
*

33. Levy, Marion J. Jr. The Structure of Society, New Jersey: Princeton University Press (1952).

This book presents Levy's interest in structural-functional analysis generally, as well as the application of this type of analysis to uniformities in social systems. The author discusses some conceptual tools used in his field and works toward clarification of these concepts. Although the book carries a broad scope of general interest, the use of role theory terminology has been abstracted for our purposes.

34. Lewis, Donald J. "Stimulus, Response, and Social Role," Journal of Social Psychology, (August, 1959) 50: 119-127.

The author assumes that the principles of individual behavior are applicable to social behavior. By reducing the social behavior concept, role, to immediately observable terms, it is possible to analyze role on the stimulus-response level. "'Status,' then, refers to the stimulus, 'role behavior' to the response, and 'role' is the name of the relationship existing between the two - the intervening variable or habit."

Expectation: $\underset{*}{\text{E}}\ \underline{\text{Pers}_{\underline{2}}\text{(P)}}\ [\text{Pers}_1\text{(P) B} - -]$ SSit (-) E based upon past observations.

Prescription: $\underset{*}{\text{N}}\ \underline{\text{Pers}_{\underline{2}}\text{(P)}}\ [\text{Pers}_1\text{(P) B} - -]$ SSit (-) N may imply sanctions.

Role (also Role Behavior): $[\underline{\text{Pers(P)}}\ \underset{*}{\text{B's}} - -]$ SSit (-) B's are responses "learned to status stimuli"

35. Lieberman, Seymour. "The Effects of Changes in Roles on the Attitudes of Role Occupants," Human Relations (1956) 9:4 385-402.

This paper contains a discussion of the changes or absence of change in attitudes and actions of an individual when his role is changed.

"A role may be defined as a set of behaviors that are expected of people who occupy a certain position in a social system. These expectations consist of shared attitudes or beliefs held by relevant populations, about what role occupants should and should not do. ...If a role occupant meets these expectations, the 'rights' or 'rewards' associated with the role will be accorded to him. If he fails to meet these expectations, the 'rights' or 'rewards' will be withheld from him and 'punishments' may be meted out."

Expectation: $\underset{*}{\text{N}}\ \underline{\text{Pers's}_{\underline{2}}\text{(-)}}\ [\text{Pers}_1\text{(P) B's} - -] - (-) -$

Role: $\text{N's Pers's}_2\text{(-)}\ [\underline{\text{Pers}_{\underline{1}}\text{(P)}}\ \underset{*}{\text{B's}} - -] - (-) -$

36. Linton, Ralph. The Cultural Background of Personality, Appleton-Century-Crofts, Inc., New York (1945).

The individual, culture, and society are considered functionally interrelated by the author, and he explores these interrelations, meanwhile presenting a number of necessary conceptual definitions.

"Societies are organized groups of individuals, and cultures are, in the last analysis, nothing more than the organized repetitive responses of a society's members." A *position* within the social system, if the system is viewed spatially, is the expectations of the occupant's behavior; it is not the individual himself, for the system continues through time although the specific occupants of its positions change. An individual occupying a position at a definite time within a social system has a *status* ascribed to him. *Role* is the sum total of the culture patterns associated with a particular status. It can even be extended to include the legitimate expectations of such persons with respect to the behavior toward them of persons in other statuses within the same system. "Insofar as it represents overt behavior, a role is the dynamic aspect of a status..."

Role: [Pos(-) - - -] - (-) Sum total of culture patterns associated
*   with a status.

37. Mangus, A. R. "Role Theory and Marriage Counseling," *Social Forces*, (1957) 35:3.

The author is among those writers interested in the application of role theory. In this instance the application is to marriage counseling and an explanation of theory is provided to indicate and facilitate usage. Human behavior is organized into social acts, a *role* being an individual's part in a social act while *role expectations* are states of readiness to participate. Role expectations may be viewed from the social organization or the individual, while internalized role expectations form the social self which is the personality core. Marital problems may be viewed and analyzed as conflicting or incompatible role expectations converging upon the person due to either his personality or socially prescribed status or position.

Role: [*Pers(-)* B - -] SSit (-) B is part of a "social act"
*

Role Expectation: * *Pers(-)* [Pers(-) B - -] SSit (-) "Learned state of readiness to participate in social acts"

38. Merton, Robert K. "Bureaucratic Structure and Personality," *Social Forces*, (1940) 18.

How the bureaucratic structure affects the personality of those filling its offices is discussed as well as the effects of this upon the bureaucracy's functioning. *Offices* are positions within the bureaucratic structure; the person occupying the office performs an official role. His office, which is a "hierarchized status," has the authority, as well as the privileges and obligations and not his self.

39. Moreno, J. L. "Psychodramatic Treatment of Psychoses," *Sociometry* (1940), 3: 115-132.

Roles are here considered as parts of people, capable of being acted, having duration in time and being manifest or latent. The psychotic patient, in the psychodramatic treatment, is assisted in actively playing roles in which he sees himself, but which he has never been able to play.

Role: - Pers(-) [Pers(-) B - -] SSit (-) -
*

40. Morris, Richard T. "A Typology of Norms," American Sociological Review, (1956) 21:5.

Morris offers a classification of norms based upon the salience of norms in any given hierarchial normative system. There is a continuum from conditional norm to absolute norm and existing norms may be placed along this line in each distribution allowing recording of present norm states and changes both past and present.

Norm: N Per's(-) [- - - -] - (-) -
*
Value: N Pers(-) [- - - -] - (-) -

41. Newcomb, Theodore M. "Role Behavior in the Study of Individual Personality and of Groups," (1949) Journal of Personality, 18:2.

The familiar parts of the role system of one's society provide the frame of reference through which an individual perceives both his self and others. A role, however, is seen as an ideal type; role rehavior is more useful in that it can accommodate individual variations and the behaviors can be observed. Such problems as persistence or change in the personalities of individuals or in the natures of groups are explained in terms of this concept, showing its usefulness and underscoring the need for concepts in the area of social psychology which deal with interaction and communication as well as with response.

Role Behavior: [Pers(P) B's - -] - (-) -
*

42. Newcomb, Theodore M. Social Psychology at the Crossroads, Rohrer and Sherif, editors, Chapter 2: "Social Psychological Theory: Integrating Individual and Social Approaches," New York: Harper and Brothers (1951).

The idea of social norm and communication is basic to the author's discussion here. He refers to Sherif's work with social norms as perceptual processes, and underlines that they are shared perceptual modes (developed through interaction among people) or frames of reference. Norms arise because of and also aid communication. Group structure and social organization are also social norms and thus communication determiners.

Role is "...a limited set of behaviors 'tied together' by a common understanding of the functions of a position," and is defined by its relations to other roles. The group is formed by the interlocking roles. Communication among people is done through the shared frames of reference given by these interdependent roles. Frames of reference, then, are perceptual norms and inseparable from attitudes. An attitude is "...a persistent state of readiness to perceive, to perform, to think, and feel about something in such interdependent ways as to lead to a certain kind of goal."

Role: [- B's - -] Purpose (-) Roles are defined in relationship to
*   other roles.

Social Norm: * Grp(-) [- - - -] - (-) A shared perceptual frame of reference.

43. Olmstead, Donald W. "Inter-group Similiarities of Role Correlates," Sociometry, 20:1 (March, 1957) 8-20.

Using the role correlates of attitudes of involvement, interpersonal status, and length of membership, role selection and definition processes in small voluntary groups are studied.

Hypotheses are offered having to do with predicting the changes in groups and the functional aspects of roles within groups.

Role: - Pers's$_2$(-) [Pers$_1$(-) B's - -] - (-) -
*

44. Olmstead, Michael L. "Orientation and Role in the Small Group," American Sociological Review, (Dec. 1954) 19:6.

A study, with considerable discussion, in the area of ad hoc small groups as to the effects of different orientation on the functioning of the groups.

The group is considered a small-scale social system. Role in this particular type of social system arises from the random personality factors possessed by the individuals composing the group which causes them to contribute differentially to the group. These differential contributions, when they are stable and predictable, are the roles. The group as a small-scale social system can be seen as made of roles, and these roles are functional.

Role: [Pers(-) B's - -] Purpose (-) -
*

45. Parsons, Talcott. The Social System, The Free Press, Glencoe, Illinois (1951).

A general theory in sociology that can be used to analyze both the structure and the processes involved in social systems using a structural-functional approach which is "centered on the phenomena of the institutionalization of patterns of value-orientation in roles."

In action terms, there are "social," "physical," and "cultural" objects. The social object is an actor, and he may be an ego or alter, or a collectivity considered as a whole. "'Action' is a process in the actor-situation system which has motivational significance for the individual actor." The "situation" is the specific and unique orientation of an actor to objects.

Actors form systems of expectations for objects in a situation. When these objects are social, "Part of ego's expectation, in many cases the most crucial part, consists in the probable reaction of alter to ego's possible action, a reaction which comes to be anticipated in advance and thus to affect ego's own choices."

A social system is the interacting of actors within a physical situation. The positional aspect of the actor's participation is his status, the functional is his role.

$$\text{Expectation: }\ \underset{*}{\text{E}}\ \ \underline{\text{Pers}_2\text{(P)}}\ [\text{Pers}_1\text{(P)}\ \ \text{B's\&F's}\ \ -\ -\ ]\ \ \text{SSit}\ \ (-)\ \ -$$

$$\text{Role: }\ \underset{*}{\text{E's}}\ \ \text{Pers}_2\text{(P)}\ \ [\underline{\text{Pers}_1\text{(P)}}\ \text{B's,F's}\ \ -\ -\ ]\ \ \text{SSit}\ \ (-)\ \ -$$

46. Parsons, Talcott and Edward A. Shils, Editors. Toward a General Theory of Action, Cambridge, Mass.: Harvard University Press (1951).

A general theory in social science is presented which aims for the "...threefold reciprocal integration of personality, social system and culture..." by serving to codify existing knowledge and to direct general and specialized research in the area. The basis for the general theory is "...the organization of the actor's orientation to a situation..."

Social systems "...are primarily constellations of roles or role expectations."

"The role is that organized sector of an actor's orientation which constitutes and defines his participation in an interactive process. It involves a set of complementary expectations concerning his own actions and those of others with whom he interacts."

$$\text{Expectation: }\ \underset{*}{\text{E}}\ \ \underline{\text{Pers(-)}}\ [\text{Pers(-)}\ \ \text{B}\ \ -\ -\ ]\ \ \text{SSit}\ \ (-)\ \ -$$

$$\text{Role: }\ \underset{*}{\text{E's}}\ \ \text{Pers(-)}\ \ [\underline{\text{Pers(-)}}\ \ \text{B's}\ \ -\ -\ ]\ \ \text{SSit}\ \ (-)\ \ -$$

47. Presthus, Robert V. "Toward a Theory of Organizational Behavior," Administrative Science Quarterly (June 1958) 3:1 48-72.

The concept of role is ancillary to the general discussion of organizational behavior.

Performance of the role appropriate to the organizational situation can be invoked by the symbolic presentation of the alter role. This is due to the authority and the organized system of expectations that the organization has for the performer who is already sensitive to these elements because he has previously learned to defer to authority and shares "...the human tendency to honor majority values."

$$\text{Role: }\ \text{N's Pers's(-)}\ [\underline{\text{Pers(-)}}\ \underset{*}{\text{B's}}\ \ -\ -\ ]\ -\ (-)\ -$$

48. Reisman, Leonard. "A Study of Role Conception in Bureaucracy," Social Forces, (1949), 27:3.

As bureaucratic organizations become more prevalent in American society, they become an object of study for social scientists. Reisman uses role theory as a theoretical formula cautioning that errors can be and have been made by those who studied only the institutional pattern without considering culturally, bureaucratically and individually defined behavior.

Social Role: [*Pers(P)* $\underset{*}{\text{B's}}$ - -] SSit (-) B's are 'also' approved.

49. Rommetveit, Ragnar. *Social Norms and Roles: Explorations in the Psychology of Enduring Social Pressures*, Minneapolis: University of Minnesota Press (1955).

A discussion of the field in general and of the author's position within it, clarifications of concepts used, definition of terms, and a tentative research model are presented in part one. The second part is the empirical study.

"A social norm is a pressure existing between a norm-sender (A) and a norm-receiver's (E's) behaviour in a category of recurrent situations (S), manifesting itself as follows: A expects E to behave in a specific way x_1 or A wishes E to do x_1 or A is satisfied (dissatisfied) when E does (not) x_1 or A applies overt sanctions when E does (not) x_1 or E perceives that A expects him to do x_1 or E perceives that A wishes him to do x_1 or E anticipates A's (dis-)satisfaction when x_1 will (not) be done or E anticipates overt sanctions from A upon performance (non-performance) of x_j, x_1 and x_1 referring to similar but not necessarily identical modes of behaviour within the class of possible behaviours x in S."

Sent Norm: [*Pers(-)* $\underset{*}{\text{B}}$ - -] SSit (-) B is sanctioned by another.

Sent Norm: $\underset{*}{\text{E}}$ *Pers$_2$(-)* [Pers$_1$(-) B - -] SSit (-) -

Sent Norm: $\underset{*}{\text{N}}$ *Pers$_2$(-)* [Pers$_1$(-) B - -] SSit (-) -

Sent Norm: $\underset{*}{\text{z}}$ *Pers$_2$(-)* [Pers$_1$(-) B - -] - (-) Type of cognition = wish.

50. Rose, Arnold. "The Adequacy of Women's Expectations for Adult Roles," *Social Forces* (1951) 30:1.

Economic changes have contribured to increase in urban dwellers, middle income groups and confusion in women's roles. In this study of 256 college students, Rose shows that there is a certain inconsistency, lack of definiteness and lack of realism about expectations for adult roles of women college students.

Social roles "when various activities in which people engage are geared into one another so that there is mutual adjustment among all participants and when there is a system of expectations that various people will engage in these activities.

Role: [*Pers's(P)* $\underset{*}{\text{B's}}$ - -] SSit (-) B's integrated in behavioral system, also supported by "expectations."

51. Sarbin, Theodore R. "The Concept of Role Taking," Sociometry (1943) 6: 273-285.

Six propositions concerning the nature of role-taking are first stated and then discussed in the light of experimental, clinical, or anthropological observations. Sarbin sees role-taking as complex, organismic behavior, dependent on prior experience, occurring at different levels of consciousness and "as coordinate to the concept of self."

Roles are "behavior equipments" or motifs (ausgabe), similiar to Allport's "cardinal trait." As such, roles are components of the self which have been organized by means of the organism's symbolic behavior equipment.

Role Taking: [Pers(-) $\underset{*}{\text{B's}}$ - -] SSit (-) B's reflect both external demands ("Roles") and internal needs, etc.

52. Sarbin, Theodore R. "Role Theory," Chapter 6 in Handbook of Social Psychology, Vol. I, Gardner Lindzey, Editor. Cambridge, Massachusetts: Addison-Wesley Publishing Company (1954).

The author briefly mentions various writers on role theory and suggests that this is a theory which views human behavior at a relatively complex level. Furthermore, role theory considers "role, the unit of culture; position, the unit of society, and self, the unit of personality." Sarbin stresses that this is an interaction theory not only between several persons but interaction between one's role and one's self as well.

Societies are made of positions, which are named collections of rights and duties. Thus, people have expectations for the position. The performance of the occupant of the position so that he fulfills the expectations that are held for that position, is a role. The occupant of the position is exercising his rights when he anticipates the behavior of the person in the reciprocal role; the occupant of the position is fulfilling his obligations when he anticipates his own behavior which is to be directed towards the reciprocal role.

Expectation: $\underset{*}{\text{E}}$ - [Pers(P) B - -] - (-) -

Role: [Pers(P) $\underset{*}{\text{B's}}$ - -] - (-) B's conform to E's.

53. Sarbin, Theodore R. and Donald S. Jones. "An Experimental Analysis of Role Behavior," Journal of Abnormal and Social Psychology, (Sept. 1955) 51:2

The conceptions of role expectations role enactment, role-taking aptitude and the self are defined and/or their operations specified and various interrelations amongst them are posited and tested.

Role: "...content common to the role-expectations of the members of a social group."

Role Expectations are inferred cognitive structures having a stimulus side "...based on person's previous commerce with regularities in other's behavior..." and a response side "...person's tendency to group a number of descriptions of actions and qualities together with the name of a specific social position."

Self: "As a phenomenal object, the self is a cognitive product and can be described, at least partially, in terms of qualities or traits."

Role: E's Grp(-) [Pers(-) - - -] - (-) -
*
Role Expectation: E Pers(-) [Pers(-) - - -] - (-) Person member of a group.
*

54. Sargent, Stansfeld S. Social Psychology at the Crossroads. J. H. Rohrer and M. Sherif, Editors, Chapter 15, "Conceptions of Roles and Ego in Contemporary Psychology," the University of Oklahoma Lectures in Social Psychology, Harper and Brothers, New York (1951).

Role is presented here from a psychological viewpoint, however, its positional or social aspects are not ignored.

"A person's role is a pattern or type of social behavior which seems situationally appropriate to him in terms of the demands and expectations of those in his group."

There are also two other types of roles; cultural - which is based on cultural prescription and is reciprocal, and situational - which is broadly culturally defined, but whose character and time of enactment depend upon the individual's personality and on "perceptual interpretations."

Role: [Pers(-) B - -] - (-) B "seems appropriate" to person in terms of demands and expectations of those in his group.
*

Cultural Role: E - [Pers(-) B's - -] - (-) E shared in society.
*
Situational Role: E - [Pers(-) B's - -] SSit (-) E's shared in society.
*

55. Sherif, Muzafer. An Outline of Social Psychology, New York: Harper and Brothers, (1948).

The major interest here is in the formation of group norms. Role is defined, incidentally, as statuses and functions of individual members of social groups which have in-group and out-group delineation. Norms are the "superstructure of standards, rules, and values" established through group interaction, and these norms prescribe the relative roles for the individual group members.

Norm: N Grp(-) [Pers(-) - - -] - (-) -
*
Role: N Grp(-) [Pers(-) B - -] - (-) -
*

56. Slater, Phillip E. "Role Differentiation in Small Groups," in Small Groups, Hare, A. Paul, Edgar F. Borgatta, and Robert F. Bales, Editors, New York: Alfred A. Knopf, Inc. (1955).

Use of the small group to analyze role performance. Role performance must be considered both in terms of group functions and individual needs.

Role "...a more or less coherent and unified system of items of interpersonal behavior." Roles are performed by individuals.

Role: [Pers(-) B's - -] - (-) 1. B's "coherent and unified"
* 2. Background = purpose

57. Solby, Bruno. "The Role Concept in Job Adjustment," Sociometry, (May 1944), 7:2 222-229.

For integration of the personality to be maintained, the total of the role value of a job and its social saturation value must be at a certain level.

Role: "...the functioning form the individual assumes in the specific moment he reacts to a specific situation in which other persons or objects are involved. The symbolic representation of this functioning form, perceived by the individual and others is called the role."

Role: [Pers(-) B - -] SSit (-) B's are perceived by others in
* symbolic form.

58. Stogdill, Ralph M., Ellis L. Scott, and William E. Jaynes. Leadership: A Study of Role Expectations and Performance, Studies in Naval Leadership, the Ohio State University Research Foundation, Columbus, Ohio, (1953).

This study of self- and other-expectations and behavior includes in its theory section a discussion of role behavior and role expectations in general and in regard to leadership in organizations.

Role is the behavioral model formed by the socially defined expectations associated with a particular status or position within an organization.

Self-Expectation: N Pers(P) [Pers(P) B - -] PosS (-) -
*

Other-Expectation: N Pers$_2$(P$_2$) [Pers$_1$(P$_1$) B - -] PosS (-) -
*

Role: N's Grp(-) [Pers(P) B's - -] PosS (-) -
*

59. Stouffer, Samuel A. "An Analysis of Conflicting Social Norms," American Sociological Review (Dec. 1949) 14:6.

This paper illustrates an empirical procedure for studying role obligations. In the theoretical discussion, the author stresses that there may be a range for the holding of a given value by the group, either by each member's values being differently placed along a continuum or by the members all including large sections of the continuum.

Norm: E _Pers's(P)_ [Pers(P) B - -] SSit,PosS (-) -
*

60. Strauss, Anselm M. "The Learning of Roles and of Concepts as Twin Processes," _Journal of Genetic Psychology_ (1956) 88.

That role learning occurs not only in the interpersonal situation but also through the conceptualization of the roles by the learner is discussed especially in regard to children. For an individual, the learning of a role involves not only what is the obvious behavior for it, but also what its expectations and limits are - from the learner's point of view and from the view point of those with whom he is playing. It is only when the role system has been conceptualized into "classes of persons..., classes of acts, classes of rights and privileges" that role playing proceeds smoothly.

Role: E's _Pers(P)_ [Pers(P) B's - -] - (-) -
*

61. Talland, George A. "Role and Status Structure in Therapy Groups," _Journal of Clinical Psychology_, (Jan. 1957) 13:1.

Clinical observations suggested several hypotheses about role differentiation and status structuring in small initially informal groups. The members cannot pattern their behavior so as to fit pre-established positions, but they can respond to situational demands in a manner characteristic of their personality, and such behavior can develop into a role if reinforced by the other group members in similar situations." The author follows Benoit-Smullyan in his concept of status.

Role: [_Pers(P)_ B's - -] SSit (-) B's are reinforced by others.
*

62. Thibaut, John W. and Harold H. Kelley. _The Social Psychology of Groups_, New York: John Wiley and Sons, (1959).

A theory of interpersonal relations and group functioning which mainly uses the dyad (a two-person relationship) to examine social relationships.

A _prescribed role_ is "...the class of one or more norms that applies to a person's behavior with regard to a specific external problem or in his relations with a special class of other group members." The _enacted role_ is the actual behavior of the person under those conditions.

Norms are conceptualized in terms of their processes, they are behavioral rules that are minimally accepted by the group.

Role (or Prescribed Role): N's Grp(-) [_Pers(P)_ B's - -] SSit (-) -
*

Enacted Role: [_Pers(P)_ B's - -] SSit (-) -
*

Norm: N _Grp(-)_ [Pers(P) B - -] SSit (-) -
*

63. Turner, Ralph H. "Role-Taking, Role Standpoint, and Reference Group Behavior," American Journal of Sociology, (1955-56) 61: 316-328.

This paper defines and delimits the concept of role-taking and proposes some additional concepts to clarify role-taking and relates these new concepts to empathy and reference group behavior.

Roles are collections of norms; role-taking is behavior. When one takes the role of another so that that role affects his behavior, he has adopted that role's standpoint. If the other's role was just inferred or examined, one's standpoint would not be affected. Reflexiveness occurs in role-taking "when the role of the other is employed as a mirror, reflecting the expectations or evaluations of the self as seen in the other role..." Thus, six types of role-taking occur, consisting of the presence and/or absence of standpoint and reflexiveness.

However, "...the role of the other may remain an object viewed from the standpoint of some personalized third party or depersonalized noun in which case the role of the other becomes a datum necessary in implementing the third party directive.

Role: N's - [Pers(P) B's - -] - (-) -
*
Norm: N - [Pers(P) B - -] - (-) -
*

64. Videbeck, Richard. "Dynamic Properties of the Concept Role," Midwest Sociologist, (May 1958) 20:2.

The author examines the term "role" for its conceptual properties and then outlines and describes the basic elements of role and discusses the sociological and psychological conditions which limit the effectiveness of role factors.

Role: "A role is a set of expectations made by a judge about the actions of a social object, using some criterion or criteria."

"Role analysis is concerned with specifying the conditions under which a set of expectations will be effective in determining the actual performance of a social object."

"A role expectation is a statement about a type of behavior which a judge feels, with some intensity, ought to be performed by a particular social object."

Role expectations have intensity, direction.

Role: N's Pers$_2$(-) [Pers$_1$(-) B's - -] - (-) -
*
Expectation: N Pers$_2$(-) [Pers$_1$(-) B - -] - (-) -
*

65. Warren, Roland L. "Cultural, Personal, and Situational Roles," Sociology and Social Research, (Nov-Dec. 1949), 34:2.

The types of role proposed are all parts of the social role: the types indicate the level of analysis, and are not mutually exclusive terms.

"Social role, generically, is the specific interaction pattern of a person within a particular group which develops within the restrictions and opportunities of the larger culture and within the reaction patterns and attitudes of that group and that person..."

Cultural role "[is that portion of the social role that consists of] the framework of interaction between the person and others in the group... [when] 'given' directly by the culture and need only be conformed to as closely as possible."

"Personal role, in a very strict sense, is simply the selective participation of the personality in a role interaction pattern."

Situational role is "what emerges at any time by way of interaction patterns between one person and others within the limits of the specific situational context..."

Social Role: [Pers(-) $\underset{*}{\text{B's}}$ - -] SSit (-) B's reflect personal, situational, cultural factors.

Cultural Role: E Pers's(-) [Pers(-) $\underset{*}{\text{B's}}$ - -] - (-) -

Personal Role: [Pers(-) $\underset{*}{\text{B's}}$ - -] - (-) B's reflect personal factors.

Situational Role: [Pers(-) $\underset{*}{\text{B's}}$ - -] SSit (-) -

66. Yablonsky, L. "An Operational Theory of Roles," Sociometry (1953), 16:4.

Noting the difference between conceptual and operational role theory, Yablonsky suggests use of Moreno's "Doctrine of Spontaneity and Creativity." The role process involves a "role warm-up" which is the perception and involvement, the "spontaneity" of the actor and his "creativity." Each factor must be considered on a continuum from "less" to "more," the amount of one effecting the others. All of these hang on the structure of the "role conserve" or end product providing social scientists with a brief outline of roles in activation.

Conceptual Role: $\underset{*}{\text{E's}}$ Pers$_2$(-) [Pers$_1$(-) B's - -] - (-) -

67. Znaniecki, Florian. "Small Groups as Products of Participating Individuals," American Journal of Sociology, (1939) 44:6.

This paper is an argument for the existence of a scientific study of sociology and the outline of a theory of the relations of individuals to groups. The social role of the individual is defined by the group, the group being a "'creative synthesis' (Wundt)" of personal roles.

"Every social role involves the following components: (1) A social circle of which the performing person is the center, i.e., a set of people who, according to the pattern, are expected to have a specific common interest in him and in whom he is expected to be specifically

interested owing to certain similar relations which bind him with each of them (circle of patients, of customers, of fashionable society, the family, or school circle). (2) The person's "social self," i.e., his body and mind as represented and conceived by his social circle and by himself when he reflects or even eventually reconstructs the (supposed) representation and conception of himself by his circle - special emphasis being put on those characteristics which his role needs according to the pattern, and his self being evaluated as it conforms with or deviates from the standard. (3) The person's status, i.e., the total "rights" which his circle and himself recognize as due to him in his role (rights to economic values and services, to social recognition, to privacy, etc.). (4) The person's function, i.e., the total "duties" which the social circle expects of him and which he tends to fulfill.

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CHAPTER IV

THE CONCEPT OF ROLE CONFLICT

Introduction

Like much of the rest of role theory, the concept of role conflict has received a great deal of attention during the last decade. Both empirical and theoretical works have appeared built around this concept, and role conflict has been studied for itself, as a significant dependent variable, and as a cause of other social phenomena. But, again, there has appeared remarkably little consensus among investigators as to what role conflict means. Wherever used, role conflict seems to imply *problems faced by the individual stemming from his social environment and specific to himself or to his position*. Once again, such broad and useful connotations are necessary during the formative stage of any science, but we are ready for more explicit definitions today.

This chapter deals with the range of possible definitions of role conflict where role conflict is assumed to consist of *any possible set of disparate role elements which applies to the person and which results in problems for that person*. Possible definitions of role conflict which fall under this rubric are examined and catalogued. The published literature on role conflict is examined using English language and coded annotations to see which of the various possible types of role conflict have previously been studied. Finally, conclusions are drawn relating to both the system and previous coverage in the literature.

In building the bibliography upon which this chapter is built, we have attempted to examine all journal articles, monographs, dissertations, and books appearing prior to January 1, 1960, which dealt with role conflict as a major focus. Coverage was based upon a review of abstracting journals and services, a survey of selected journals in which role conflict materials were likely to be found, and a follow-up of bibliographic references used in other publications.

Not included are: (a) Definitions to be found in social psychology and sociology texts; (b) Definitions found in the literature designed for practitioners; and (c) Other works on role conflict using alternate terminology. Coverage of role conflict literature is probably incomplete in this article, but we feel that missing references are probably not those which are particularly visible in the literature.

What Role Conflict is Not

It should be understood that there is a very large number of possible types of role element disparities and that among this large set only a few may reasonably be defined as role conflict. Before giving a general definition, let us consider examples which are and are not legitimately role conflict.

Traditional sociological definitions of conflict seem to cover quite a different territory from role conflict. As used by Simmel and Von Wise, conflict is a series of specific forms of social interaction between two or more individuals or groups. These forms emphasize competing interaction and the existence of goals towards which both individuals or groups are striving. Although the concepts already developed in this paper would allow the coding of such social forms, these have not to our knowledge been discussed as role conflict. Sociological conflict may easily be differentiated into individual conflict and group conflict. And when two positions are found in conflict (as for instance, cowboys and Indians), we should probably refer to positional conflict. Even though roles will undoubtedly be involved in both individual and positional conflict, it would seem wise to confine role conflict to situations in which the conflict stemmed from disparate cognitive structures (in some way) rather than from the mere fact of aggressive or competitive behavior.

Transitory cognitive phenomena are probably best left out of role conflict definitions. A major source of propositions in role theory has been the concept of cognitive dissonance (c.f. Festinger) or felt discomfort by the individual who must adjust his cognitive structure or take action to rectify conditions in the world which do not accord with his expectations or norms. But the discomforts of cognitive disruption or change may be relatively transitory. Role conflict seems always to have been applied to problems and pressures which persist over time and which are not capable of easy resolution.

Role element disparities which do not lead to problems probably are also best ignored in role conflict definitions. To give several examples: (1) Two expectations covering different content areas held by one person for another should not generally be considered in conflict. The only conditions under which conflict would be engendered is if the expected behaviors were in some way mutually exclusive of one another or if their joint performance stirred up problems in general social milieu; (2) By the same token, discrepant norms held by two different persons are unlikely to arouse conflict unless those norms are expressed in some form of action; (3) Often cognitions which hold a potential for conflict are ameliorated when the holder isolates these cognitions into applicability within only a given background or to a much smaller position than he had originally intended; and (4) Relatively few cognitions held for features engender problems for anyone, although positions formed by featural designation often are saddled with severe role conflict because of association between features and pseudo-feature expectations and norms.

At the same time, the person or persons for whom problems are engendered by role conflict are often not made clear. Usually the recipient of the conflict pressure is the member of a primary position towards which behavior is directed or for which norms and expectations are held by others. However, there are other cases in which conflict is generated out of norms or expectations held for one's own position, for the individual who holds simultaneously two different positions, or for the simple holder of norms or expectations for others. In addition, some discussions seem to emphasize the problems of role conflict for the institution, community, or society, thus focusing upon disfunctional group outcomes of disparate role elements.

It is useful to examine a definition of this latter type. Let us assume that two secondary positions hold norms for the behavior of a primary position which emphasize behaviors which, although completely independent in terms of content, are nevertheless jointly disfunctional in terms of the ability of the group (made up of all three positions) to locomote towards some group goal. Provided that the goals involved are consciously understood by group members, this type of role conflict definition will produce, in turn, problems for the members. On the other hand, if the group goals are latent there will be no felt problems, and the fact that role conflict was present is probably of little significance. After all, the number of possible latent goals for any collectivity is without number, thus the number of possible types of role conflict with regard to these goals is also too large to be of significance. It is our conclusion, then, that role conflict definitions resulting in problems for collectivities (apart from problems felt by the members involved) should be avoided.

Finally, it seems clear that most definitions of role conflict involve at least one proposition which states a relationship between the role element disparity and why this should result in a problem for the individual or group. There is no immediately apparent reason why, for instance, disparate norms held by others for the behavior of a position should result in a problem for that position. On the contrary, unless the norms involved result in behavior, or unless the members of the position involved are otherwise made aware of the norms, the members may remain for all time blissfully unaware of the potential for role conflict involved in the disparate norms of others. The existence of some kind of chain of events linking disparities with problems for the individual is usually made a central feature of role conflict definitions. It is such a proposition which justifies the definition. Unfortunately, some authors writing in the field fail to recognize the propositional basis of role conflict definitions and leave the reader to piece together the relationships intended.

A General Definition of Role Conflict

Making use of previously stated qualifications, it is now possible to state a general definition of role conflict which will allow a broad consideration of various types:

> Role Conflict - Any of several possible relatively enduring disparities between role elements exhibited by persons in a social situation which result in problems for one or more of those persons as individuals.

A more specific definition of role conflict depends upon an identification of the positional membership of the persons involved and the statement of a proposition relating a particular kind of role element disparity to the creation of a problem. In the long run, the usefulness of various concepts of role conflict will depend upon the universality of the propositions upon which they are based; and these propositions, in turn, will be imbedded in the general structure of role theory.

Basic Forms of Role Conflict

We have found it convenient to classify role conflict definitions into four basic types in terms of the general propositions which underlie them. These types will now be described and the propositions discussed.

A. Behavioral Pressure Conflict - Conflict for the individual may arise directly from discordant pressures upon himself as a person or upon the position which he represents in a social situation. Two secondary positions may, for example, behave disparately towards a given position. Or a person may be driven to keep up certain standards of clothing or behavior which are impossible due to physical or social conditions under which he finds himself. Or, finally, the demands placed upon him as a position member may conflict directly with personal needs. In varying degrees, all of these types of pressures result in problems for the individual which stem from the press of his environment. Role conflict definitions at this level require only the most primitive kind of assumed cognitive structure in the sufferer. Problems come to him whether he understands them or not. Role conflict definitions at this level require only a rudimentary kind of propositional structure.

B. Individual Cognitive Disparity Conflict - It is also possible to define role conflict as lying entirely within the cognitive structure of an individual. Thus, if the person holds ambivalent norms for himself, or he attributes norms or expectations to another for himself which he finds it difficult or unpleasant to perform, or if he is ambivalent in cognitions held for others, we would say that he suffered role conflict. In the various types of role conflict to be found under this general heading there is, again, little need to look far for a source of discomfort. We need only postulate that problems may be generated from the cognitive structure itself, and the individual will suffer. In addition, conflict defined at this level need not be veridical for problems to result. A person may, for instance, incorrectly attribute norms to another and suffer intense conflict without those attributed norms being in the least related to norms the other actually holds.

C. Multi-person Cognitive Disparity Conflict - On the other hand, it is also possible to define role conflict as stemming from discrepant norms and expectations which are "really" held by others. Various members of a given position, for instance, may disagree on what they expect of themselves. Or two distinct positions, let us say ministers and high school students, may disagree strongly on the kinds of behavior which are proper in various situations. Definitions at this level tend to appear "real" to the sociologically trained investigator, as they are always related in some fashion to the existence of a consensus. But such definitions are more difficult to relate to problems suffered by the individual. Since no one has immediate apperception of the cognitive structure of another, there are only a limited number of ways in which the "reality" of cognitive structures held by others may enter the life space of the primary person. In general, these ways have already been discussed under the first two forms of conflict. Either the individual sets up a second-order cognitive structure which matches the externally-held congitions, or he is imposed upon by behavioral pressures which he may or may not understand. The puissant quality of definitions at this level would be expected if we insisted that role conflict always be defined as a part of culture. Definitions have been given at other levels, however, and whether the cognitions of the individual veridically match the external world must be considered an empirical question.

D. Behavior-Cognition Conflict - Finally, some role conflict definitions have been given as problems generated by disparities between cogntions held by the individual and the behaviors of himself or others. For instance, the member of a position may hold norms for the behavior of position members but may find his own behavior discrepant from those norms for one reason or another. Or we may consider the man in conflict who observes a system of behavior in significant discord with norms he strongly holds. As indicated earlier, definitions at this level must involve relatively permanent disparities between behaviors and cognitions; indeed, the sufferer must be unable to adjust either his social world or his cognitive structure in order for a problem to exist. The propositional structure for this model is simple. The primary person need only perceive behavior adequately, and all parts of the model will lie within his life space.

Varieties of Role Conflict

The four basic forms of role conflict will be used in the next section of this paper to assist in the figural presentation of 66 types of role conflict which it is useful to distinguish. The dimensions used in these tables are primarily those of positional membership, object definition, consensus, and first- versus second-order cognition. As a result, each type of role conflict distinguished will contain many varieties based upon the other dimensions we have discussed in Chapters I and II. The dimensional implications for possible varieties of role conflict will be briefly summarized here:

A. Type of Cognition - On the first-order level disparities may be either between expectations, norms, or expectations and norms. In general, expectational disparities are likely to result in behavioral confusion but are relatively amenable to rapid adjustment by the individual. Normative disparities are less resistent to change, have deeper implications for behavior, but may be less likely to be expressed. To our knowledge, no investigators have defined role conflict using the norm-expectation disparity, although it is likely that expectations combined with negative norms will lead towards a rejection of the person or position involved. On the second-order level, disparities may be between attributed norms, attributed expectations, or aus-valued norms or expectations. Each has its own unique characteristics.

B. Behavior, Feature, Pseudo-Feature - Disparate cognitions about behaviors and pseudo-features are more likely to be viewed as role conflict than disparities about features. The latter are passive and appear to hold little power to cause problems. Many authors use behaviors and pseudo-features interchangeably in role conflict definitions, although their implications for conflict are dissimilar. Behavioral disparities may be more easily resolved, for instance, than pseudo-featural disparities. Expectations and norms for behaviors involving a common area of content may be disparate without recourse to external criteria. But expectations and norms for behaviors involving more than one content area are not disparate unless an explanation is given as to why they are disparate. Such explanations may involve the physical impossibility of doing both behaviors adequately, a disruption of the ongoing pattern of behavior, irreconcilable relationships between behaviors and backgrounds, or others. Similar statements may be made for expectations and norms for features and pseudo-features.

C. Person, Group, Position - Many distinctions are made between persons, groups and positions in the tables to follow. Apart from these, cognitions may be held by or about persons, groups, or positions. Many role conflict definitions are stated at the level of persons, but most empirical studies of role conflict have emphasized cognitions held about and by positions. The implications of these various levels of definition are distinct, particularly when problems of person-position appear. Some authors have emphasized the difference between role conflict defined in these terms and role conflict dealing with the multi-position membership of a given individual. These problems are dealt with in the following tables, although the coverage of role conflict varieties is only sketched in.

D. Target - Target distinctions have been almost totally ignored in role conflict definitions, and no author to our knowledge has defined role conflict in terms of target ambiguities.

E. Audience - A similar lack of interest in the audience is evident in previous role conflict definitions. The exception to this generalization appears in those definitions emphasizing a behavior-cognition conflict, but once again, no definitions of role conflict to our knowledge have made use of audience ambiguities.

F. Background - Although many authors have used backgrounds of one sort or another in role conflict definitions, their choice of backgrounds appears to have been almost at random. Apart from the relationship between background and behavioral disparities already discussed, backgrounds appear to enter most role conflict definitions almost by accident. Backgrounds have few indigenous properties in role conflict as conceived here.

G. Framework - The majority of authors defining role conflict appear to take for granted a scalar model for the content areas of expectations and norms. The issue is rarely discussed, however, and in various studies reported, choice of both content areas and scale values involved in role conflict has received little discussion. As previously indicated, framework flexibility is closely tied to both the concept of role conflict and to role conflict resolution.

Types of Role Conflict

Figures 4.1 through 4.4 display 66 types of role conflict definitions which we have found it particularly profitable to conceptualize. Each of these figures shows types of role conflict definitions which may be summarized under one of the four basic forms previously defined. The marginal headings differ from figure to figure, but in general any given definition of role conflict may be read by making a sentence of the row and column headings for the particular entry of interest.

Included within each figural cell is a role conflict type number and a series of reference numbers in parentheses. The type number may be referred to for convenience in identifying a particular definition. The reference numbers refer to items in the annotated bibliography. If a particular role conflict definition has been used by a given author, the reference is given in the parenthesis to be found in the definitional entry. If no parenthesis is to be found under a given definition, then no author to our knowledge has studied the particular definition given. If a given reference number is seen to appear under more than one definition, this indicates that the author has either given several possible definitions in his discussion or that the definition given has several types of disparity mentioned.*

Definitions involving more than one disparity (such as a definition emphasizing both that disparate norms are held and that the primary person veridically attributes those norms) are not covered in these figures. Also not dealt with are definitions which involve greater than second-order cognitions or in general any other possible distinctions of role theory other than those already dealt with. Inadequacies of the present system are indicated in the annotations given to the individual references.

Turning first to Figure 4.1, Types of Behavioral Pressure Conflict, it will be seen that the primary person may appear either as a member of a given position or may be ambiguously a member of two or more positions. For either case, several sources of behavioral pressure are differentiated including both persons and groups. Four types of behavioral disparities are differentiated. These include disparities between behaviors or sanctions and disparities between sanctions and background or sanctions and primary person need.

It will be observed that several possible types of role conflict in this table have not been numbered. Unnumbered squares represent either types of conflict involving more than one disparity or for which a definition of role conflict would be foolish. Figure 4.1, like the other three tables to follow, makes a number of arbitrary decisions as to which distinctions are worth including and which should be ignored or summarized under general headings. It is possible (using the concepts defined earlier) to generate numerous types of role conflict

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*The following references, although coded, are not included in the figures because they lack necessary information about role conflict concept definitions: (1), (4), (11), (12), (13), (14A), (15), (18A), (20C), (34), (35), (37A & B), (46), (50).

Types of Behavioral Pressure Conflict

		Type of Disparity			
		Behavior vs. Behavior	Sanction vs. Sanction	Sanction vs. Background	Sanction vs. Need
Disparate behaviors directed towards a position or towards a person unambiguously a member of a single position	Stemming from the person (as a position member)	1.11		1.13	1.14
	Stemming from the position of the person (disparities common to members)	1.21	1.22	1.23	1.24
	Stemming from two positions one of which has the primary person as a member	1.31	1.32		
	Stemming from two positions neither of which has the primary person as a member	1.41	1.42		
	Stemming from two or more members of the primary position (persons behave disparately)	1.51	1.52		
Disparate behaviors directed towards a person who is ambiguously a member of two or more positions	Stemming from the person (as a position member)	1.61			
	Stemming from the ambiguous positions of membership	1.71	1.72		
	Stemming from other persons not members of the ambiguous positions of membership	1.81	1.82		

Figure 4.1

definitions which we have not included. For the most part these are felt to be less meaningful than the ones chosen.

Turning to Figure 4.2, Types of Individual Cognitive Disparity Conflict, it will be seen that four types of cognitive element disparities and four types of cognitive objects are given. All cells of Figure 4.2 are completed with meaningful definitions of role conflict. The numbers to be found in brackets in the third row of the table refer to types of multi-person cognitive disparity conflict being mapped in the cognitive structure of the primary person. It will be recalled that individual cognitive disparity conflict is placed completely within the life space of the person. Some of the types of role conflict which may be so defined are but second-order maps of actual multi-person cognitive disparities. These are all to be found on the third row of Figure 4.2 and the numbers involved refer to cells in Figure 4.3.

Figure 4.3, Types of Multi-Person Cognitive Disparity Conflict, deals with actual disparities between cognitions held by more than one person. As with Figure 4.1, the primary person suffering conflict may be seen as a member of a single position or, ambiguously, as a member of two or more positions. Persons holding disparate cognitions may be members of any of a variety of positions, and the disparate cognitions may be at the first- or second-order or may be of a mixed type. Referring back to Figure 4.2, it will be seen that all of the definitions from Figure 4.3 which are mappable into Figure 4.2 are at the first-order level. Second-order cognitions may not be mapped into the life space of others unless one allows greater than second-order cognitions in the system.

Figure 4.4, Types of Behavior-Cognition Conflict, displays definitions involving persistent disparities between behaviors and cognitions. Five types of cognitions are differentiated, and three types of persistent behavioral disparities are shown. As in Figure 4.1, several cells of Figure 4.4 are without

Types of Individual Cognitive Disparity Conflict

		Objects of Cognitions			
		For own (primary) position	For secondary position of another	For two positions of which one is ambiguously a member	For two positions of which another is ambiguously a member
Types of Cognitive Elements Held by Primary Person	Disparate first-order cognitions are held	2.11	2.12	2.13	2.14
	Disparate second-order cognitions are imputed to another person or (in consensus) to a group	2.21	2.22	2.23	2.24
	Disparate second-order cognitions are imputed to two or more persons (who are seen as differing among themselves)	2.31 [3.11]* [3.31] [3.41] (17A)	2.32 [3.21] [3.51]	2.33 [3.61] (17B)	2.34 [3.71]
	Disparity between first-order cognitions held and second-order cognitions imputed to others	2.41 (25)	2.42	2.43	2.44

* Numbers in brackets refer to the type of multi-person cognitive disparity conflict which is being imputed by the primary person (see Figure 4.3). Where no bracket number appears, there is no multi-person disparity model.

Figure 4.2

Types of Multi-Person Cognitive Disparity Conflict

		Types of Disparate Cognitions		
		First-order [Expectations or Norms]	Second-order [Attributive or Aus-values to others]	Mixed [Disparities between second-order cognitions and first-order cognitions they purport to map]
The primary person is a member of one position and disparate cognitions are:	Held by members of the primary position for that position	3.11 (51)	3.12	3.13 (8B)
	Held by members of a secondary position for the primary person or position	3.21 (14B) (38A,B)	3.22	3.23
	Held by two groups for the common primary position (consensus within groups, disparity between groups	3.31	3.32	3.33
	Held by two groups for the primary position of which only one group is a member (consensus within groups, disparity between groups)	3.41 (5) (8A) (10) (19) (24) (26) (40) (41) (47)	3.42	3.43
	Held by two groups for the primary position of which neither group is a member (consensus within groups, disparity between groups)	3.51 (3) (6) (14C) (19) (20A,B) (27) (29) (38C) (42) (43) (44)	3.52	3.53
The primary person is ambiguously a member of two or more positions and disparate cognitions are:	Held by members of the two ambiguous positions (consensus within positions, disparity between positions)	3.61 (14D) (22) (36)	3.62	
	Held by persons or groups who are not members of the positions involved (consensus within positions, disparity between positions)	3.71	3.72	

Figure 4.3

Types of Behavior-Cognition Conflict

		Types of Persistent Behavioral Disparities		
		Behaviors of the person	Behaviors of the primary position	Behaviors of the secondary position
Types of Cognitions Held	First-Order for own (primary) position	4.11 (32) (33A)	4.12	4.13*
	First-Order for secondary position		4.22*	4.23 (33B)
	Imputed to other members of primary position for primary position	4.31	4.32	4.33*
	Imputed to members of a secondary position for primary position	4.41	4.42	4.43*
	Imputed to members of a secondary position for a secondary position		4.52*	4.53

*Only if behaviors are sanctions.

Figure 4.4

entries. Others of the cells in Figure 4.4 show an asterisk following the cell number. The cells so designated are meaningful for definitions of role conflict only if the behaviors involved are sanctions. In the cells not marked with an asterisk, behaviors of all types may show persistent disparity with the type of cognition indicated.

Summary and Conclusions

Certain observations may now be stated with regard to previous role conflict definitions.

(1) Although there is near-universal recognition of the confused state of role terminology and concepts recognized in most studies of role conflict, the majority of authors writing in this field have aided and comforted this confusion by proliferating new definitions and assuming that their unique interpretation is what all others have been writing about previously.

(2) Counting only those definitions capable of representation in the four Figures of this section, eleven different definitions of role conflict have been isolated. Other definitions capable of being coded using our methods are not sufficiently definitive for inclusion within the summary tables.

(3) Although many definitions of role have been given at the behavioral level, we have discovered no definitions of role conflict which are defined wholly at this level. Only three definitions of role conflict (by the same author) make use of behaviors in their definitions at all.

(4) The majority of role conflict conceptual definitions are stated as multi-person cognitive disparities, although many operational definitions involve taking data from only the primary position - thus in effect forcing the definition back to the level of individual cognitive disparity. This has been recognized explicitly by only one set of authors.

(5) Many possibly fruitful definitions of role conflict have received no treatment whatsoever either in discussion or in empirical study. Similarly, no systematic studies have been conducted which deal with role conflict definitions at more than one level and study their interrelationships.

(6) The two most prevalent confusions in role conflict terminology seem to center around whether an "expectation" focuses upon subjective probability or upon approval (or upon something else) and the problems attendant upon an adequate distinction between expectations which differ in terms of content versus those which differ in degree within a given content area.

(7) It is our tentative conclusion that the present set of terms applying to role theory deals more than adequately with the variety of phenomena which have been called role conflict, and that if anything, the system tends to make distinctions which many authors have chosen to ignore in discussing role conflict.

An Annotated Bibliography on Role Conflict

1. Bates, Alan P. "Role Conflict and Its Resolution," Unpublished manuscript.

Code:

$$\begin{array}{l} N_1 \\ N_2 \end{array} - \left[\ \underline{\text{Pers}}(P_1)\ B - -\ \right] - (-) -$$

Conflict is defined generally as a situation in which the primary group member is confronted with a plurality of behavioral norms and where conformity to the multiple norms is impossible. Major emphasis of the paper is on resolution techniques.

2. Ben-David, J. "The Professional Role of the Physician in Bureaucratized Medicine: A Study in Role Conflict," Human Relations, 11, 3, 1958, 255-274.

Not Coded.

Empirical Study. A consideration of several types of conflict pertinent for primary position members. Each type of conflict stems from a disparity between two sets of norms held for such primary position members.

3. Borgatta, Edgar F. "Attitudinal Concomitants to Military Statuses," Social Forces, 33, 1955, 342-347.

Code:

$$\begin{array}{l} N_1\ \text{Pers's}(P_1) \\ N_2\ \text{Pers's}(P_2) \end{array} \left[\ \underline{\text{Pers's}}(P_3)\ B - -\ \right] - (-) -$$

Empirical study. Study was initiated to study role conflict among primary group members where conflict was defined as incompatible norms held for such individuals. However, the major focus of the study was shifted from this objective to an analysis of comparative attitudes of various positions about authority and responsibility, etc., given them.

4. Burchard, Waldo W. "Role Conflicts in Military Chaplains," American Sociological Review, 19, 1954, 528-535.

Code:

$$- - \left[\ \underline{\text{Pers's}}^{(P_1)}_{(P_2)}\ B - -\ \right] - (-) -$$

Empirical study. Conflict concept refers to the notion that primary group members are occupying two positions which are themselves in some measure incompatible, e.g., military officer-minister of the gospel.

5. Carper, James W. and Becker, Howard S. "Adjustments to Conflicting Expectations in the Development of Identification with an Occupation," *Social Forces*, 36, 1, 1957, 51-56.

$$\text{Code: } \begin{matrix} N_1\ \underline{\text{Grp}}(P_1) \\ N_2\ \underline{\text{Grp's}}(P_2) \end{matrix} \left[\underline{\text{Grp}}(P_1) - - - \right] - (-) -$$

A general discussion of role conflict based on an empirical study. Conflict is taken to mean the incompatibility of norms for a primary group member's social-psychological identification with an occupation. The discrepancy is among norms held by multiple secondary groups (including the "generalized other") and members of the primary group. The existence of such norms is established (presumably) by the second order cognitive level approach, i.e., asking primary members to impute norms to others.

6. Charters, W. W., Jr. "A Study of the Role Conflict Among Foremen in a Heavy Industry," Dissertation Abstracts, 12, 1952, 377-378.

$$\text{Code: } \begin{matrix} N_1\ \text{Pers's}(P_1) \\ N_2\ \text{Pers's}(P_2) \end{matrix} \left[\underline{\text{Pers's}}(P_3)\ B - - \right] - (-) -$$

Empirical study. Conflict refers to norms of an incompatible nature held by two secondary (alter) groups for the behavior of the primary group members. Study is concerned with the extent to which such conflicts are "interiorized" by primary group members.

7. Dalton, Melville "Conflicts Between Staff and Line Managers," *American Sociological Review*, 15, 1950, 342-350.

Not Coded.

Empirical study. Article deals not with role conflict *per se*, but with general "conflicts" and struggles between two positions in an industrial setting.

8. Doyle, Louis A. "Convergence and Divergence in the Role Expectations of Elementary Teachers," *College of Education Quarterly*, 4, 1, 1958, 3-9.

$$\text{Code: A. } \begin{matrix} N_1\ \underline{\text{Pers's}}(P_1) \\ N_2\ \text{Pers's}(P_2) \end{matrix} \left[\underline{\text{Pers's}}(P_1)\ B - - \right] -(-) -$$

$$\text{B. } \begin{matrix} N_1\ \text{Pers's}(P_2) \\ \text{Att}N_2\ \underline{\text{Pers's}}(P_1) \longrightarrow \text{Pers's}(P_2) \end{matrix} \left[\underline{\text{Pers's}}(P_1)\ B - - \right] - (-) -$$

Empirical study. Conflict concept includes disparity between primary group member norms (for own behavior) and those held by secondary group members or disparaties between norms attributed to and those expressed by secondary groups for the behavior of primary group members.

9. Field, Mark G. "Structural Strain in the Role of the Soviet Physician," Paper presented at meeting of Eastern Sociological Society, April 5, 1952.

Not Coded.

Observational study. Role conflict not defined.

10. Fisher, Lawrence A. "The Function of Role-Expectations of Superiors, Colleagues, and Students in the Evaluation of Effectiveness of Instructors," Unpublished dissertation (abstract), University of Chicago, 1954.

$$\text{Code: } \begin{array}{l} E_1\ \underline{\text{Grp}}(P_1) \\ E_2\ \underline{\text{Grp's}}(P_2) \end{array} \left[\ \underline{\text{Grp}}(P_1)\ B - -\ \right] \text{SSit } (-) -$$

Empirical study. Conflict defined as incompatibilities between expectations held for primary group behavior by primary group members and members of secondary positions. "Expectation" is not clearly defined.

11. Getzels, J. W. and Guba, Egon G. "Role Conflict and Instructor Effectiveness at the Air Command and Staff School," Research Report No. AFPTRC-TN-56-41, Air Force Personnel and Training Research Center, February, 1956.

$$\text{Code: } \begin{array}{l} N \\ \\ N_1 \end{array} - \left[\ \underline{\text{Pers's}} \begin{array}{c} (P_1) \\ (P_2) \end{array} B - -\ \right] - (-) -$$

Empirical study. Conflict defined as disparities in norms held for primary group individuals because of their multiple position occupancy within an institution.

12. Getzels, J. W. and Guba, Egon G. "Role Conflict and Personality," Journal of Personality, 24, 1, 1955, 74-85.

Note: See annotation and code under (11) above.

13. Getzels, J. W. and Guba, Egon G. "Role, Role Conflict, and Effectiveness: An Empirical Study," American Sociological Review, 19, 2, 1954, 164-175.

Note: See annotation and code under (11) above.

14. Getzels, J. W. and Guba, Egon G. "Social Behavior and the Administrative Process," School Review, 65, 1957, 423-441.

$$\text{Code: A. } N - \left[\ \underline{\text{Pers}}(P)\ B - -\ \right] - (-) \text{ B is in conflict with Pers's needs.}$$

$$\text{B. } \begin{array}{l} N_1\ \text{Pers's} \\ N_2\ \text{Pers's} \end{array} (P_2) \left[\ \underline{\text{Pers}}(P_1)\ B - -\ \right] - (-) -$$

$$\text{C. } \begin{array}{l} N_1\ \text{Pers's}(P_1) \\ N_2\ \text{Pers's}(P_2) \end{array} \left[\ \text{Pers}(P_3)\ B - -\ \right] - (-) -$$

14. (Cont'd)

$$\text{D.}\quad \begin{array}{c}N_1\\ \\ N_2\end{array}\ \text{Pers's-}\left[\ \underline{\text{Pers}}\begin{array}{c}(P_1)\\ \\ (P_2)\end{array}\ B - -\ \right] - (-) -$$

A general discussion of "types of conflict," including role conflict, defined in the following ways: a) when norms for the behavior of a primary group member are incompatible with need-dispositions; b) when members of a secondary group disagree on norms for the behavior of the primary group members; c) when members of one secondary group disagree with members of another secondary group on norms for the behavior of the primary group member; and d) when a primary person occupies two or more positions for which the norms are incompatible.

15. Getzels, J. W. and Guba, Egon G. "The Structure of Roles and Role Conflict in the Teaching Situation," Journal of Educational Sociology, 29, 1, 1955, 30-40.

Code:

$$\begin{array}{c}N_1\\ \\ N_2\end{array} - \left[\ \text{Pers's}\begin{array}{c}(P_1)\\ \\ (P_2)\end{array}\ B - -\ \right] - (-) -$$

Empirical study. Conflict is related to the incompatible norms held for primary group members in their various position occupancies.

16. Golovensky, D. "The Marginal Man Concept: An Analysis and Critique," Social Forces, 30, 3, 1952, 333-339.

Not Coded.

Article is not concerned with the role conflict concept but with a general analysis and discussion of the marginal man concept.

17. Gross, Neal, Mason, Ward S., and McEachern, Alexander W. Explorations in Role Analysis: Studies of the School Superintendency Role. New York: John Wiley and Sons, Inc., 1958.

Code:

$$\text{A.}\quad \begin{array}{c}\text{AttN}_1\\ \\ \text{AttN}_2\end{array}\ \underline{\text{Pers's}}(P_1) \rightarrow \begin{array}{c}\text{Pos}(P_2)\\ \\ \text{Pos}(P_3)\end{array}\left[\ \underline{\text{Pers's}}(P_1)\ B - -\ \right] \text{SSit } (-) -$$

$$\text{B.}\quad \begin{array}{c}\text{AttN}_1\\ \\ \text{AttN}_2\end{array}\ \text{Pers's}\begin{array}{c}(P_1)\\ \\ (P_2)\end{array} \rightarrow \begin{array}{c}\text{Pos}(P_3)\\ \\ \text{Pos}(P_4)\end{array}\left[\ \text{Pers's}\begin{array}{c}(P_1)\\ \\ (P_2)\end{array}\ B - -\ \right] \text{SSit } (-) -$$

Empirical study. Study (section devoted to role conflict) concerns a second order cognitive level approach. Conflict concept is applicable to both single and multiple position occupancy, where the primary person attributes incompatible norms for his behavior to multiple secondary positions.

18. Guba, Egon G. "Role, Personality, and Social Behavior," Unpublished manuscript, September, 1958.

Note: See annotation and codes (A,B,C,D) under (14) above.

19. Gullahorn, John T. "Measuring Role Conflict," American Journal of Sociology, 61, 1956, 299-303.

Code: $\begin{array}{l} N_1\ \text{Grp}(P_1) \\ N_2\ \text{Grp}(P_2) \end{array} \left[\underline{\text{Pers's}}(P_3) \begin{array}{l} B_1 \\ B_2 \end{array} - - \right]$ SSit (-) The joint performance of B_1 and B_2 leads to need frustration.

Empirical study. Conflict refers to incompatibility of norms for behavior being held for a primary position (group or member) by two or more groups (primary or secondary).

20. Gullahorn, John T. and Gullahorn, Jeanne E. "A Model for Role Conflict Analysis," Unpublished manuscript, Michigan State University.

Code: A. $\begin{array}{l} N_1\ \text{Pers's}(-) \\ N_2\ \text{Pers's}(-) \end{array} \left[\underline{\text{Pers}}(P) - - - \right]$ SSit (-) -

B. N's Pers's(-) $\left[\underline{\text{Pers}}(P) \begin{array}{l} B_1 - - \\ B_2 \end{array} \right]$ SSit (-) B_1 and B_2 cannot both be performed by object.

C. $\begin{array}{l} N_1\ P \\ \quad \text{Pers's}(\ ) \\ N_2 \end{array} \left[\underline{\text{Pers}} \begin{array}{l} (P_1) \\ (P_2) \end{array} - - - \right]$ - (-) N_1 and N_2 are for characteristics or behaviors which object cannot fulfill.

Paper develops a definition of three types of conflict: a) lack of consensus among secondary persons (or groups) on norms for the behavior of the primary person; b) agreement by secondary persons (or groups) on norms for behaviors mutually difficult to achieve by the primary person; and c) incompatibility of norms held for the behavior of the primary person resulting from his multiple position occupancy. Emphasis in the paper is also given conflict resolution techniques.

21. Henry, William E. "The Business Executive: Dynamics of a Social Role," American Journal of Sociology, 54, 1949, 286-291.

Not Coded.

Empirical study. Role conflict not explicitly defined, but taken to mean the lack of satisfactory relations between primary group members and members of secondary positions.

22. Hilmar, N. A. "Conflicting Social Norms in a Formal Organization: A Study of Interpersonal Expectations," Dissertation Abstracts, 15, 1955, 2589.

Code: $\begin{array}{l} N_1 \\ N_2 \end{array} \text{Grp} \begin{array}{l} (P_1) \\ (P_2) \end{array} \left[\underline{\text{Pers's}} \begin{array}{l} (P_1) \\ (P_2) \end{array} B - - \right]$ - (-) -

Empirical study. Concerns conflict defined as incompatibility of norms held for primary group members by a formal organization of which they are a member with those held for such persons by informal groups within the formal organization.

23. Hughes, Everett C. "Dilemmas and Contradictions of Status," American Journal of Sociology, 50, 1945, 353-359.

Not Coded.

A discussion of the "marginal man" concept - no treatment of role conflict as such.

24. Jacobson, Eugene, Charters, W. W., and Lieberman, Seymour "The Use of the Role Concept in the Study of Complex Organizations," Journal of Social Issues, 7, 1951, 18-27.

Code:
$$\begin{array}{l} N_1\ \text{Pers's}(P_1) \\ N_2\ \text{Pers's}(P_2) \end{array} \left[\ \underline{\text{Pers's}}(P_1)\ B - -\ \right] - (-)$$
Thereis no need for veridical attribution by persons in (P_1).

Empirical study. Conflict concept refers to incompatible norms being held for members of a particular position by such members and members of a secondary (alter) group. This concept refers only to "cultural discrepancies," with no implication of "psychological" or "felt" conflict on the part of primary persons.

25. Jambor, Helen M. "Discrepancies in Role Expectations for the Supervisory Position - A Concern of Social Work Administration," Unpublished Ph.D. Dissertation, University of Minnesota, 1954.

Code:
$$N\ \underline{\text{Pers's}}(P_1)$$
$$\text{AttN}\ \underline{\text{Pers's}}(P_1) \longrightarrow \text{Pers's}(P_2) \left[\ \underline{\text{Pers's}}(P_1)\ B - -\ \right] - (-) -$$

Empirical study. Conflict refers to discrepancies between the primary group members' norms and those he attributes to members of secondary groups.

26. Karcher, E. Kenneth "The First Sergeant in the U.S.A.F.: A Perceptual Component Approach to the Analysis of Leadership and Organizational Positions," Technical Report No. 7 to the U.S. Air Force, Human Resources Institute, University of North Carolina, Institute for Research in Social Science, 1952.

Code:
$$\begin{array}{l} N_1\ \underline{\text{Pos}}(P_1) \\ N_2\ \text{Pos}(P_2) \end{array} \left[\ \underline{\text{Pos}}(P_1)\ B - -\ \right] - (-) -$$

Empirical study. Conflict defined in terms of differences among behavioral norms for primary group members as held by primary group members and multiple secondary groups.

27. Laulicht, Jerome "Role Conflict, the Pattern Variable Theory and Scalogram Analysis," Social Forces, 33, 1955, 250-254.

Code:
$$\begin{array}{l} N_1\ \text{Pos}(P_1) \\ N_2\ \text{Pos}(P_2) \end{array} \left[\ \underline{\text{Pers}}(P_3)\ B - -\ \right] \text{SSit}\ (-) -$$

27. (Cont'd)

Empirical study. Conflict defined as incompatible behavioral norms being held for a person occupying a given social position (refers to "potential conflicts" or "observer noted" incompatibilities). Deals with resolution techniques in hypothetical conflict situations where the pertinent secondary group members (alters) and situations are systematically varied.

28. March, James G. "Group Norms and the Active Minority," American Sociological Review, 19, 6, 1954.

Not Coded.

Article does not deal with role conflict concept as such, but the notion of "group approval functions in norm determination" has some relevance to questions of conflict.

29. Mishler, E. G. "Personality Characteristics and the Resolution of Role Conflicts," Micro-film Abstracts, 11, 1951, 746-747.

Code: $$\begin{array}{l} N_1\ \mathrm{Pos}(P_1) \\ N_2\ \mathrm{Pos}(P_2) \end{array} \left[\underline{\mathrm{Pers}}(P_3)\ B - - \right] \mathrm{SSit}\ (-) -$$

Empirical study. Respondents were presented with arbitrarily defined conflict situations (conflict is between friendship and "institutional" obligations) and resolution techniques (i.e., universalistic vs. particularistic orientation) were related to various personality characteristics.

30. Olmsted, Donald W. "Inter-Group Similarities of Role Correlates," Sociometry, 20, 1, 1957, 8-20.

Not Coded.

Empirical study. Role conflict not defined.

31. Oman, M. and Tomasson, R. F. "Disparities in Visualizing Social Norms," Social Forces, 30, 1952.

Not Coded.

Empirical study. Role conflict not defined.

32. Ort, Robert S. "A Study of Role-Conflicts as Related to Class Level," Journal of Abnormal and Social Psychology, 47, (Supp. April 1952), 425-432.

Code: $$N\ \underline{\mathrm{Pers's}}(P) \left[\underline{\mathrm{Pers's}}(P)\ \begin{array}{c} B \\ - - \\ B_1 \end{array} \right] - (-) -$$

Empirical study. Conflict refers to differences between norms for the behavior of primary group members (as held by such primary group members) and actual behavior on their part.

33. Ort, Robert S. "A Study of Role-Conflicts as Related to Happiness in Marriage," Journal of Abnormal and Social Psychology, 45, 1950, 691-699.

Code: A.

$$N\ \underline{\text{Pers}}(P_1)\left[\ \underline{\text{Pers}}(P_1)\ \begin{matrix}B\\ - -\\ B_1\end{matrix}\ \right] - (-)\ B_1 \text{ refers to actual behavior.}$$

$$N\ \underline{\text{Pers}}(P_1)\left[\ \underline{\text{Pers}}(P_2)\ \begin{matrix}B\\ - -\\ B_1\end{matrix}\ \right] - (-)\ B_1 \text{ refers to actual behavior.}$$

Empirical study. Conflict defined both as discrepancies between norms for own behavior and actual behavior or between norms for other's (the wife's or husband's) behavior and their actual behavior.

34. Parsons, Talcott The Social System. Glencoe: The Free Press, 1951.

Code:

$$\begin{matrix}N_1\text{'s}\\ N_2\text{'s}\end{matrix} - \left[\ \underline{\text{Pers}}(\ )\ B - -\ \right]\ \text{SSit}\ (-)\ \text{Norms in interrelated sets - sets are incompatible.}$$

A general treatment of role conflict is given, where conflict is defined as a discrepancy among sets of norms.

35. Parsons, Talcott and Shils, Edward A. Toward a General Theory of Action. Cambridge: Harvard University Press, 1951, 350-351.

Code:

$$\begin{matrix}N_1\\ N_2\end{matrix} - \left[\ \underline{\text{Pers}}(\ )\ B - -\ \right]\ \text{SSit}\ (-)\ -$$

A general definition of role conflict is offered which stresses the existence of discrepant norms (held by any number of possible positions) for a primary person.

36. Rosen, Bernard C. "Conflicting Group Membership: A Study of Parent-Peer Group Cross Pressures," American Sociological Review, April, 1955, 155-161.

Code:

$$\begin{matrix}N_1\ \text{Grp}(P_1)\\ N_2\ \text{Grp}(P_2)\end{matrix}\left[\ \underline{\text{Grp}}\begin{matrix}(P_1)\\ (P_2)\end{matrix}\ B - -\ \right] - (-)\ -$$

Empirical study. Conflict defined as conflicting sets of norms for the behavior of primary group members occupying two positions, these two sets of norms stemming from the two positions with which associated. Reports by primary group members of behavior or anticipated behavior on the part of members of the two positions with which associated are taken to be synonomous with "norm holding."

37. Sarbin, Theodore R. "Role Theory," Chapter 6 in Handbook of Social Psychology, I, Edited by Gardner Lindzey. Cambridge: Addison-Wesley Publishing Co., 1954.

Code:

A. $- - \left[\underline{\text{Pers}}(P)\ B - - \right] - (-)$ B is in conflict with Pers's needs.

B. $- - \left[\underline{\text{Pers}} \begin{matrix}(P_1)\\(P_2)\end{matrix} B - - \right] - (-) -$

An over-all treatment of role theory, with sections devoted to two types of conflict, called by the author "self-role" (when behavior is in conflict with personal needs) and "role-role" (when two systems of requirements for behavior are incongruent).

38. Seeman, Melvin "Role, Conflict, and Ambivalence in Leadership," American Sociological Review, 18, 1953, 373-380.

Code:

A. $N\ \text{Grp}(P_1) \left[\underline{\text{Pers's}}(P_2) \begin{matrix}B_1\\B_2\end{matrix} - - \right] - (-)$ Agreement on behaviors mutually difficult to achieve.

B. $\begin{matrix}N_1\\N_2\end{matrix}\ \text{Pers's}(P_1) \left[\underline{\text{Pers's}}(P_2)\ B - - \right] - (-) -$

C. $\begin{matrix}N_1\ \text{Grp}(P_1)\\N_2\ \text{Grp}(P_2)\end{matrix} \left[\underline{\text{Pers's}}(P_3)\ B - - \right] - (-) -$

Empirical study. Study concerned with an investigation of three major types of conflict: a) when there is agreement within a secondary group on mutually difficult behaviors normed for primary persons; b) when members of a secondary group disagree on norms for the behavior of primary persons; and c) when there is disagreement among two or more secondary groups on norms for the behavior of primary persons.

39. Sommer, Robert and Killian, Lewis M. "Areas of Value Difference: I. A Method for Investigation," Journal of Social Psychology, 39, 1954, 227-235.

Not Coded.

Empirical study. Provides a background for subsequent conflict study. See code and annotation under (40) below.

40. Sommer, Robert and Killian, Lewis M. "Areas of Value Difference: II. Negro-White Relations," Journal of Social Psychology, 39, 1954, 237-244.

Code: $\begin{matrix}N_1\ \underline{\text{Grp}}(P_1)\\N_2\ \text{Grp}(P_2)\end{matrix} \left[\underline{\text{Grp}}(P_1)\ PF - - \right] - (-) -$

40. (Cont'd)

Empirical study. Conflict concept is related to both this article and (39) above and is defined as conflicting behavioral norms held for primary group members by such primary group members and members of a secondary group.

41. Spiegel, John P. "The Resolution of Role Conflict Within the Family," Psychiatry, 20, 1957, 1-16.

Code: $$\begin{array}{l} N_1\ \underline{\text{Pers's}}(P_1) \\ N_2\ \text{Pers's}(P_2) \end{array} \left[\underline{\text{Pers's}}(P_1)\ B - - \right] \text{SSit } (-) -$$

Based on an empirical investigation but deals primarily with a theoretical discussion of techniques used for resolving family member role conflicts. Conflict (defined very loosely) is taken to mean the discrepancy in the norms of any "ego and alter" (husband and wife, etc.) relevant to their complementary roles.

42. Stoodley, Bartlett "A Cross Cultural Study of Structure and Conflict in Social Norms," American Journal of Sociology, 65, 1959, 39-48.

Code: $$\begin{array}{l} N_1\ \text{Pos}(P_1) \\ N_2\ \text{Pos}(P_2) \end{array} \left[\underline{\text{Pers}}(P_3)\ B - - \right] \text{SSit } (-) -$$

Empirical study. A comparative study of role conflict resolution techniques (hypothetical conflict situations used) as expressed by subjects from two different cultures.

43. Stouffer, Samuel A. "An Analysis of Conflicting Social Norms," American Sociological Review, 14, 1949, 707-717.

Code: $$\begin{array}{l} N_1\ \text{Pos}(P_1) \\ N_2\text{Pos}(P_2) \end{array} \left[\underline{\text{Pers}}(P_3)\ B - - \right] \text{SSit } (-) -$$

Empirical study. Hypothetical conflict situations used and projected resolution techniques analyzed. Respondents were also asked to attribute norms relevant to the available resolution techniques to various groups or persons involved in the situation (as an indication of the "range of approved acts.")

44. Stouffer, Samuel A. and Toby, Jackson "Role Conflict and Personality," American Journal of Sociology, 56, 1951, 395-406.

Code: $$\begin{array}{l} N_1\ \text{Pos}(P_1) \\ N_2\ \text{Pos}(P_2) \end{array} \left[\underline{\text{Pers}}(P_3)\ B - - \right] \text{SSit } (-) -$$

Empirical study. Study deals with the relationship between personality and patterns of role conflict resolution (hypothetical conflict situations used).

45. **Stutcliffe, J. P. and Haberman, M. "Factors Influencing Choice in Role Conflict Situations," American Sociological Review, 21, 1956, 695-703.**

Code: $$\begin{array}{l} N_1\ \text{Pos}(P_1) \\ N_2\ \text{Pos}(P_2) \end{array} \left[\underline{\text{Pers}}(P_3)\ B - - \right] \text{SSit}\ (-) -$$

Empirical study. Hypothetical role conflict situations are set up and resolution techniques (under varying conditions) are analysed.

46. **Toby, Jackson "Some Variables in Role Conflict Analysis," Social Forces, 30, 1952, 323-327.**

Code: $$\begin{array}{l} N_1 \\ N_2 \end{array} - \left[\underline{\text{Pers}} \begin{array}{l} (P_1) \\ (P_2) \end{array} B - - \right] - (-) -$$

Article deals rather generally with notions pertaining to multiple position occupancy conflict (conflict concept not explicitly defined). The major emphasis is given to role conflict resolution techniques.

47. **Ward, D. S. "Conflicts Between Personal and Social Values: Significance for Public Education," Education Research Bulletin, 1958, 125-131.**

Code: $$\begin{array}{l} N_1\ \underline{\text{Pers's}}(P_1) \\ N_2\ \text{Pers's}(P_2) \end{array} \left[\underline{\text{Pers's}}(P_1) - - - \right] - (-) -$$

A general discussion of conflicts created by differences between personal and social values (norms), e.g., differences between values held by primary group members and those held by multiple secondary (alter) groups.

48. Wardwell, Walter I. "A Marginal Professional Role: The Chiropractor," Social Forces, 30, 1952, 339-348.

Not Coded.

No empirical data reported, but discussion based on relevant literature and interviews with primary and secondary group members. Concerns conflict between aspirations of primary group members and status accorded them by secondary group members.

49. Wardwell, Walter I. and Wood, Arthur L. "The Extra-Professional Role of the Lawyer," American Journal of Sociology, 61, 1956, 304-307.

Not Coded.

Empirical study. Role conflict not defined.

50. Warren, Roland L. "Social Disorganization and the Inter-relationship of Cultural Roles," American Sociological Review, 14, 1949, 83-87.

Code:
$$-\,-\left[\ \underline{\text{Pers}}\begin{matrix}(P_1)\\(P_2)\end{matrix}\ -\,-\,-\ \right]-\ (-)\ \text{Disapproval by "generalized other" of multiple position occupancy.}$$

A general discussion of "cultural conflict," where such conflict is defined as cultural disapproval of certain types of multiple position occupancy, e.g., preacher-playboy, physician-undertaker, etc.

51. Wispe, Lauren G. "A Sociometric Analysis of Conflicting Role-Expectancies," American Journal of Sociology, 61, 1955, 134-137.

Code:
$$\begin{matrix}N_1\\N_2\end{matrix}\ \underline{\text{Pos}}(P_1)\left[\ \underline{\text{Pos}}(P_1)\ \begin{matrix}PF_1\\PF_2\end{matrix}\ -\,-\ \right]-\ (-)\ -$$

Empirical study. Conflict defined in terms of incompatibilities between norms held by primary group members for the "traits" of such primary group members.

52. Wray, Donald E. "Marginal Men of Industry: The Foremen," American Journal of Sociology, 54, 1949, 298-301.

Not Coded.

A general discussion of the marginal man concept, with the suggestion that primary group members are likely to experience personal conflict because of the disparity between social norms for behavior and social reality.

3

CHAPTER V

EMPIRICAL STUDIES OF THE ROLE OF THE PUBLIC SCHOOL TEACHER

Introduction

This chapter is built around a survey of fifty empirical studies which contain data related to the role of the public school teacher. The bibliographic survey has been limited to those references dealing only with some aspects of the role of the teacher. Limitations have been imposed to correspond with empirical investigations we have currently in progress.

First of all, our empirical studies have focused upon cognitions held about school teachers and not upon actual school teacher behavior. Accordingly, studies reported in this bibliography deal with cognitions held about teachers. Studies of teacher behavior have been excluded. Secondly, studies included are only those dealing with "generalizing cognitions," that is, cognitions held for teachers as a group or for some sub-group of the teacher position such as teachers of English. This limitation specifically eliminates "teacher rating" studies in which cognitions are directed toward particular individuals.

It should be noted that some of these studies have been explicitly concerned with gathering data on cognitions about the teacher, whereas other investigations have dealt with such peripheral issues as "attitudes toward the teaching profession" or "problems of the beginning teacher." A study was included if it contained any empirical data on cognitions held for teachers. These studies cover a time span from 1905 to 1958; however, no claim is made for complete coverage. Because of the many topics under which studies of cognitions for teachers may be classified, it is difficult to ferret out all studies containing such data. We believe that we have selected a good sample of studies in this area.

That part of each investigation which was concerned with cognitions held for teachers has been analyzed in terms of several conceptual and methodological distinctions germane to our program of empirical research. We have made such an analysis for two reasons. First, we wanted to determine the conceptual and methodological weaknesses in previous studies so that we could fill in existing gaps in the framework of knowledge in this area. Secondly, we wanted to provide a sound comparative basis for evaluating our own work in relation to other studies in the field. Our evaluations are reported here for their possible value to other investigators.

The following information was noted and tabulated for each study included:

1. What types of cognitions were studied? Expectations or norms? First- or second-order cognitions?
2. What social positions were used as subjects? An alter-group(s) or the primary group of teachers themselves?
3. What kind of objects of cognitions were studied? The teacher position or some sub-position?
4. What kind of sentient objects were studied? A social position or sub-position?
5. What types of characteristics were studied? Behaviors, features, or pseudo-features?
6. What kind of backgrounds were provided? Setting, social situations, or position sets?
7. How were frameworks elicited? Imposed by closed-end questions or allowed to be expressed by answers to open-ended questions?
8. Were cognitions studied as experimental variables? Dependent or independent variables?

The results of this analysis are presented in two forms. First, summary tables are presented and discussed which summarize the findings for all fifty studies. Secondly, each study included is annotated in terms of each issue used in the analysis. No attempt is made in this chapter to summarize the empirical findings or conclusions of these studies.

Results of Analysis

Types of Cognitions - Table 1 shows the number of investigations in which various types of cognitions have been studied.

Types of Cognitions

	Types of Cognitions Studied	Number of Studies
First-Order	Expectations	5
	Norms	26
	Total	31
Second-Order	Attributed Expectations	2
	Attributed Norms	7
	Aus-valued Expectations	0
	Aus-valued Norms	2
	Total	11
	Combinations	
	Expectations and Norms	4
	Attributed Expectations and First-Order Norms	2
	Attributed and Aus-valued Norms	1
	Expectations and Norms and Attributed Expectations	1
	Total	8
	Grand Total	50

Table 1.

It is evident that most of these studies have been concerned with first-order cognitions. In investigations where second-order cognitions have been studied, this method is usually utilized merely as a substitute for studying the actual cognitions of the sentient object. In no case have attributed cognitions been systematically related to first-order cognitions regarding the same teacher characteristic. The attribution of cognitions to various social positions has been a relatively neglected area of research.

The second conclusion that can be drawn from Table 1 is that relatively few studies have dealt with expectations, either first- or second-order. Many studies have used the term "expectations," but they actually studied what subjects like or dislike about teachers. It is clear that expectations are a legitimate aspect of teacher role. This problem is deserving of further investigation.

A third conclusion is that most investigations have been concerned with only one type of cognition. This may be attributed to the fact that most of these studies were purely empirical in nature. When cognitions are viewed in relation to role theory, it becomes evident that the concept of role must include more than one type of cognition.

Types of Subjects - Table 2 shows the number of investigations which have utilized different social positions as holders of cognitions.

The first conclusion that can be drawn from Table 2 is that convenience has

Subjects

Types of Subjects Studied	Number of Studies
College Administrators	1
Public School Teachers	8
Public School Pupils	11
College Instructors	1
College Students	12
Community	3
Public School Administrators	1
School Board Members	0
Air Force Instructors	1
Parents	1
Total	39
Combinations of Subjects	
Public School Pupils and College Students	1
Public School Teachers and Administrators	2
College Instructors and Students, Public School Teachers, Supervisors, and Principals	1
Public School Teachers, Students, and School Board Members	1
College Students, Public School Teachers, School Board Members, and Community	1
Public School Pupils and Parents	1
Public School Pupils, Teachers, Supervisors, and Patrons	1
Public School Teachers and Board Members	1
Public School Teachers and College Students	1
College Instructors and College Students	1
Total	11
Grand Total	50

Table 2.

largely dictated the choice of subjects for investigation. The two groups most often used as subjects have been students (both public school and college) and teachers themselves. Other groups whose opinions might have an important bearing upon teacher behavior, such as school administrators, school board members, and members of the community, have been relatively little studied.

Secondly, most studies have confined themselves to an investigation of the cognitions of only one social position. If teacher behavior is considered as a function of various norms and expectations held for teachers by members of various social positions, a role study should consider multiple sources of cognitions by selecting several alter groups who typically interact with teachers.

Types of Objects - Table 3 shows the number of investigations which have been made upon different objects of cognitions.

The majority of these studies have dealt with cognitions for the social position "teacher in general." Only a few have studied any of several sub-positions, and most of these have been concerned with cognitions directed toward college instructors. Since no one to our knowledge has bothered to determine the extent to which people utilize frameworks for various teacher sub-positions in their thinking about teachers, it is probably a good thing that most studies have dealt with teachers in general.

Sentient Objects - Table 4 shows the number of investigations in which different kinds of sentient objects have been studied.

Here it is interesting to note that although the cognitions of members of the community toward teachers has not often been studied, the community has been used most often as a sentient object. It is evidently easier to ask a group of students or teachers what they think the community wants or expects of teachers than it is to find out what the community actually does cognize for teachers.

Objects

Types of Objects Studied	Number of Studies
Public School Students*	2
Public School Teachers in General	32
High School Teachers	2
Junior High School Teachers	1
Elementary Teachers	0
Kindergarten Teachers	0
Primary Teachers	0
College Instructors	9
Subject Matter Teachers	0
Air Force Instructors	1
Women Teachers	1
Men Teachers	1
Total	49
Combinations of Objects	
Senior High School, Junior High School, Kindergarten, Primary, English, Mathematics, and Science Teachers	1
Total	1
Grand Total	50

* While the criterion for inclusion of a study in this survey was that it be concerned with cognitions for teachers, two studies were included which dealt with cognitions of norms held by teachers for student behavior, and in these two studies, teachers were the sentient object, but students were the object of the imputed cognitions.

Table 3.

Unfortunately, the general tendency in these studies is not to make a clear distinction between the function of first- and second-order cognitions in the teacher role. All too often, the attributed cognition is assumed to be valid for the sentient object.

Characteristics - Table 5 shows the number of investigations in which various types of teacher characteristics have been studied.

The majority of the studies in this sample have included data on pseudo-features, either in whole or in part. A common practice has been either to have a check list of "trait" names or to ask subjects to list teachers' "traits."

Sentient Objects

Types of Sentient Objects Studied	Number of Studies
Other Air Force Instructors	1
Community	7
Administrators	1
Other Teachers	3
School Board Members	0
Generalized Other	1
Total	13
Combinations of Sentient Objects	
School Boards and Community	1
Community and Administrators	1
Total	2
Grand Total	15

Table 4.

Characteristics

Types of Characteristics Studied	Number of Studies
Behaviors	18
Pseudo-features	8
Features	0
Norms Held by Teachers*	2
Total	28
Combinations of Characteristics	
Pseudo-features and Behaviors	16
Behaviors and Features	4
Behaviors, Pseudo-features, and Features	2
Total	22
Grand Total	50

* Teacher-held cognitions are not characteristics, but two studies of cognitions for norms held by teachers were included because they seemed pertinent to the teacher role.

Table 5.

This represents a general tendency to "solidify" behaviors into pseudo-features. However, many studies of cognitions for behaviors alone have been made. Apparently, cognitions for features has been a relatively neglected research area.

Backgrounds - Table 6 shows the number of investigations which have utilized various background components in the study of cognitions.

Backgrounds

Types of Backgrounds Studied	Number of Studies
Setting	6
Social Situation	0
Position Set	0
None or not specified	42
Total	48
Combinations of Background Components	
Settings, Social Situations, and Position Set	2
Total	2
Grand Total	50

Table 6.

It is apparent that the concept of background has been almost completely ignored in these studies. A few studies have included settings. Two studies have contained all three elements of a background. Yet it is obvious that contexual factors give meaning to behaviors and pseudo-features. It is highly unlikely that cognitions for teachers will remain constant when the social and physical context for behavior is varied. Actions appropriate to one setting, social situation, or position set may be very much out of place in another context. This obvious fact has been seriously neglected in the literature on cognitions for teachers. No study has systematically isolated background components as experimental variables.

Framework Selection - Table 7 shows the number of investigations using different methods of framework selection.

Framework Selection

Method of Framework Selection		Number of Studies
Salient Frameworks Elicited by Open-ended Questions		20
Frameworks Imposed by Closed-end Questions		28
Item Selection Arbitrary or Not Specified	14	
Item Selection Through Empirical Means .... (Interviews, Life Histories, Survey of Literature, etc.)	12	
Subjective Item Selection Through Estimated Liklihood of Community Control over Teacher Behavior	2	
Total		48
Combinations of Selection Methods		
Both Open- and Closed-end Questions		2
Total		2
Grand Total		50

Table 7.

An adequate set of frameworks is necessary to obtain an adequate coverage of the content of a role. If a person does not hold a particular framework in his cognitive field, he cannot entertain any cognition relative to that framework. The use of closed-end questions tends to impose frameworks on the respondent. The respondent may indicate a point on a framework which he has never held. In most of these studies, frameworks have been imposed on subjects with closed-end questions. Fortunately, about half of these "closed-end" studies have increased the liklihood that subjects will actually hold these frameworks by empirically selecting items from previous studies or surveys of the literature. The other half of these studies have selected items in an apparently arbitrary manner. Unfortunately, subjects tend to give answers to closed-end questions concerning frameworks they have never maintained. Somewhat less than half of the studies in this sample have elicited frameworks in the form of open-ended responses to general questions.

Cognitions as Experimental Variables - Table 8 shows the number of investigations in which cognitions as experimental variables have been studied.

Cognitions as Experimental Variables

Types of Variables Studied	Number of Studies
No Variables Studied	20
Cognitions as Independent Variable	0
Cognitions as Dependent Variable	29
Total	49
Combinations of Variables	
Cognitions as Both Independent and Dependent Variable	1
Total	1
Grand Total	50

Table 8.

Table 8 indicates that cognitions for teachers have seldom been used as an independent variable. In the majority of instances, cognitions have been considered as functions of other variables, such as age, sex, residence area, etc. In a good many of the studies covered in this survey, no experimental variables were utilized. The possibilities of teacher role cognitions as predictors of other variables have yet to be explored.

Summary of Findings

It is worthwhile to summarize our findings for previous coverage of empirical studies of teacher role. In general, most previous studies:

(1) Have been concerned with first-order cognitions.

(2) Have dealt with norms rather than expectations.

(3) Have dealt with but one type of cognition.

(4) Have been non-systematic in choice of subjects.

(5) Have studied the cognitions of but one position (although a variety of positions have been used as subjects.)

(6) Have studied "teachers in general" or the complete teacher position.

(7) Have utilized "the community" most often as a sentient object in the minority of second-order cognition studies, despite the presence of well-defined secondary positions in interaction with teachers.

(8) Have focused primarily upon behaviors and pseudo-features.

(9) Have almost completely ignored the backgrounds of teacher role.

(10) Have made use of arbitrarily chosen, closed-ended frameworks for the expression of behavioral alternatives.

(11) Have studied cognitions for the teacher alone or as dependent variables.

In general, these conclusions point out lacks in previous empirical studies which are indicated by the systematic application of role theory to their coverage. Many of these lacks may be rectified by additional empirical studies. Others concern methodological weaknesses which call into doubt the usefulness of findings which are reported in these studies. These findings point out both needs for further coverage and an adequate development of coverage in future studies of the role of the teacher.

Annotated Bibliography

1. Beale, H. K. *Are American Teachers Free?* New York: Charles Scribner's Son's, 1936.

   This is a book on the freedom of teachers. Norms and expectations held for the behavior of public school teachers by teachers are obtained. Few backgrounds are provided, but some settings are found. Frameworks are imposed upon subjects with a questionnaire, but items were empirically selected by previous interviews with teachers. Cognitions are treated as a dependent variable.

2. Biber, B. and Lewis, C. "An Experimental Study of What Young Children Expect of Their Teachers," *Genetic Psychology Monographs*, 40, 1949, 3-97.

   A study of the expectations held for public school teacher behaviors by first- and second-grade pupils is presented. Through the use of a projective technique utilizing pictures and stories, backgrounds are provided which sometimes include settings, social situations, and position sets. However, these background components are not presented systematically. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are considered as a dependent variable.

3. Bird, G. E. "Pupil's Estimates of Teachers," *Journal of Educational Psychology*, 8, 1917, 35-40.

   This study is one of norms held for pseudo-features and behaviors of public school teachers by high school pupils and normal school students. No backgrounds are provided. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are considered as a dependent variable.

4. Book, W. F. "The High School Teacher from the Pupil's Point of View," *Pedagogical Seminary*, 12, 1905, 239-288.

   This is a study of norms held for pseudo-features and behaviors of high school teachers by high school pupils. No backgrounds are provided. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are considered as a dependent variable.

5. Callaway, A. B. "Some Environmental Factors and Community Influences Brought to Bear Upon the Personal Lives of Missouri Teachers and Administrators," Ed.D. Dissertation, University of Missouri, 1951.

   The environmental influences upon teachers is studied here. This includes a consideration of norms for teacher behaviors attributed to public school administrators and the community by public school teachers and administrators. No backgrounds are provided. Frameworks are imposed by closed-end questions. The procedure for selecting items is not specified. Cognitions are considered as a dependent variable.

6. Champlin, C. D. "Attributes Desired in College Instructors," *School and Society*, 33, 1931, 89-90.

This is a study of norms held by college students for pseudo-features and behaviors of college instructors. No backgrounds are provided. Frameworks are imposed by closed-end questions which were selected upon the basis of open-ended responses in a previous study. Cognitions are considered as a dependent variable.

7. Charters, W. W. and Waples, D. *The Commonwealth Teacher-Training Study*, Chicago: The University of Chicago Press, 1929.

This book contains a study of norms held for pseudo-features of public school teachers and also a study of both norms and expectations held for the behaviors of public school teachers.

In the first study, norms held by administrators for pseudo-features of each of five classifications of teachers are obtained, i.e., senior high, junior high, intermediate, kindergarten-primary, and rural. No backgrounds are given. Frameworks are imposed by a check-list, but these items were selected empirically through previous interviews. Cognitions are not considered as an experimental variable.

In the second study expectations and norms held by college students, public school teachers, professors, supervisors, and principals are considered separately. Cognitions for the behavior of senior high, junior high, intermediate, kindergarten-primary, rural, and subject matter teachers are obtained. No backgrounds are given. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are treated as a dependent variable.

8. Clinton, R. J. "Qualities College Students Desire in College Instructors," *School and Society*, 32, 1930, 702.

This is a study of norms held for pseudo-features of college instructors by college students. No backgrounds are provided. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are not considered as an experimental variable.

9. Cobb, P. R. "High School Seniors Attitudes Toward the Teaching Profession," *Bulletin of the National Association of Secondary School Principals*, 36, 1952, 140-144.

This study concerns attitudes toward the teaching profession and data on norms held by high school seniors for behaviors and pseudo-features of public school teachers. No backgrounds are given. Frameworks are imposed by closed-end questions. The procedure for selection of items is not specified. Cognitions are not considered as an experimental variable.

10. Cook, L. A. and Almack, R. B. "The Community Participation of 2,870 Ohio Teachers," *Educational Administration and Supervision*, 25, 1939, 107-119.

This study of teacher community participation contains data on norms for the behavior of public school teachers held by school board members, public school teachers, and pupils. Few backgrounds are provided, but some settings are found. Frameworks are imposed by closed-end questions. The items are selected upon the basis of an estimate of behaviors which are the object of community taboos. Cognitions are considered as a dependent variable.

11. Cook, L. A., Almack, R. B., and Greenhoe, F. "Teacher and Community Relations," American Sociological Review, 3, 1938, 167-174.

This study of teacher and community relations contains data on norms for behaviors of public school teachers attributed to the community by public school teachers. Few backgrounds are provided, but some settings are found. Frameworks are imposed by closed-end questions, but items are selected empirically from forty-one written life histories of teachers. Cognitions are not considered as an experimental variable.

12. Corey, S. M. "Attitudes Toward Teaching and Professional Training," Educational Administration and Supervision, 23, 1937, 521-527.

This study of attitudes toward teaching and professional training contains data on expectations for behaviors and pseudo-features of public school teachers held by college students. No backgrounds are provided. Frameworks are imposed by a standardized attitude scale. The procedure for selection of items is not specified. Cognitions are considered as a dependent variable.

13. Cowan, P. H. "Teacher Role Perception in Colleges and Universities," Doctoral Dissertation, Stanford University, 1956.

This role perception study contains data on norms for the behavior of public school teachers held by college instructors in "education" and "academic" departments. No backgrounds are provided. Frameworks are imposed by closed-end questions. The items were selected from previous literature in the field. Cognitions are considered as a dependent variable.

14. Davies, J. E. "What are the Traits of the Good Teacher from the Standpoint of Junior High School Pupils?" School and Society, 38, 1933, 649-652.

A study is made of norms for behaviors and pseudo-features of public school teachers held by seventh grade pupils. No backgrounds are given. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are not considered as an experimental variable.

15. Dallolio, H. C. "Teachers on Trial: Group of Pupils Tell What They Like in Teachers," Clearing House, 29, 1955, 497-499.

A study of norms held for behaviors and pseudo-features of public school teachers by secondary school students is made. No backgroundsare provided. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are not considered as an experimental variable.

16. Fishburn, C. E. "Teacher Role Perception in the Secondary Schools of One Community," Ed.D. Dissertation, Stanford University, 1955.

This role perception study contains data on norms held for the behaviors of public school teachers by public school teachers and administrators. No backgrounds are provided. Frameworks are imposed by closed-end questions. These items were selected from previous literature in the field. Cognitions are considered as a dependent variable.

17. Getzels, J. W. and Guba, E. G. "Role, Role Conflict, and Effectiveness: An Empirical Study," American Sociological Review, 19, 1954, 164-175.

This is a study of norms held by air force instructors for the behavior of air force instructors and of expectations for such behavior attributed to other air force instructors. No backgrounds are specified. Frameworks are imposed by closed-end questions. These items were selected upon the basis of previous interviews with air force instructors. Cognitions are considered as both independent and dependent variables.

18. Getzels, J. W. and Guba, E. G. "The Structure of Roles and Role Conflict in the Teaching Profession," Journal of Educational Psychology, 29, 1955, 30-40.

A study is made of norms held by public school teachers for the behavior of public school teachers and also of expectations for such behavior attributed to other teachers. No backgrounds are provided. Frameworks are imposed by closed-end questions. These items were selected upon the basis of previous interviews with other teachers. Cognitions are considered as a dependent variable.

19. Greenhoe, F. "Community Contacts of Public School Teachers," Elementary School Journal, 40, 1940, 497-506.

This study of the community contacts of public school teachers contains data on norms held for teacher behaviors and features by school board members, lay persons, public school teachers, and college students. Few backgrounds are provided, but some settings are found. Frameworks are imposed by closed-end questions. Items were selected on the basis of previous interviews and life histories. Cognitions are considered as a dependent variable.

20. Haer, J. "The Public Views the Teacher," Journal of Teacher Education, 4, 1953, 202-204.

This study contains data on norms held for behaviors and pseudo-features of public school teachers by members of the community. No backgrounds are provided. Frameworks are imposed by closed-end questions. The basis for selecting these items is not specified. Cognitions are considered as a dependent variable.

21. Haggard, W. W. "Some Freshmen Describe the Desirable College Teacher," School and Society, 58, 1943, 238-240.

This is a study of norms held by college freshmen for pseudo-features of college instructors. No backgrounds are provided. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are not considered as an experimental variable.

22. Hanson, E. M. and Umstattd, J. G. "Mores and Teacher Selection in Minnesota," School and Society, 45, 1937, 579-582.

This is a study of factors related to the selection of teachers which includes data on norms for public school teacher behaviors and features attributed to the community by superintendents. No backgrounds are provided. Frameworks are imposed by closed-end questions. The basis for selecting these items is not specified. Cognitions are considered as a dependent variable.

23. Harris, R. P. "Students Reaction to the Education Profession," Educational Administration and Supervision, 32, 1946, 513-520.

This is a study of student reactions to the education profession which includes data on norms for the behavior of public school teachers attributed and aus-valued to the community by college freshmen. No backgrounds are specified. Frameworks are imposed by closed-end questions. The basis for selecting these items is not specified. Cognitions are not considered as an experimental variable.

24. Jenkins, D. H. and Lippit, R. Inter-personal Perceptions of Teachers, Students, and Parents, Washington, D.C.: Division of Adult Education Service, National Education Association, 1951.

This is a study in inter-personal perceptions which contains data on norms held for public school teacher behaviors by parents and public school pupils. No backgrounds are provided. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are considered as a dependent variable.

25. Johnson, A. H. "The Responses of High School Seniors to a Set of Structureed Situations Concerning Teaching as a Career," Journal of Experimental Education, 26, 1958, 263-314.

A study of expectations for behaviors, features, and pseudo-features of public school teachers by high school seniors is made. Through the use of descriptive paragraphs, backgrounds are provided which sometimes include settings, social situations, and position sets. However, these background components are not presented systematically. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are considered as a dependent variable.

26. Jordan, F. "A Study of Personal and Social Traits in Relation to High School Teaching," Journal of Educational Sociology, 3, 1929, 27-43.

This is a study of norms held for pseudo-features of public school teachers by public school pupils, teachers, supervisors, and patrons. Backgrounds are provided for each pseudo-feature, but these are not described in the article. Frameworks are imposed by closed-end questions. These items were selected from previous literature, from interviews, and from questionnaire results. Cognitions are considered as a dependent variable.

27. Keighhin, M. A. "Thornburn Teachers Rated on Their Own Terms," Clearing House, 23, 1948, 82-83.

This is a study of norms held for behaviors and pseudo-features of teachers at the Thornburn Junior High School by teachers at the Thornburn Junior High School. No backgrounds are provided. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are not considered as experimental variables.

28. Kline, F. F. "Satisfactions and Annoyances in Teaching," Journal of Experimental Education, 18, 1949, 77-89.

This study of teacher satisfactions and annoyances includes data on norms for behaviors of public school teachers aus-valued to the "generalized other" by public school teachers. No backgrounds are provided. Frameworks are imposed by closed-end questions. The basis for selection of these items is not specified. Cognitions are considered as a dependent variable.

29. Koopman, M. O. "What One Midwestern Community Thinks of Its Teachers," Educational Research Bulletin, 25, 1946, 34-41.

This is a study of norms held for public school teacher behavior by members of a community. No backgrounds are provided. Frameworks are imposed by closed-end questions. These items were selected from the literature and on the basis of interviews with teachers and specialists in educational research. Cognitions are considered as a dependent variable.

30. Lamson, E. F. "Some College Students Describe the Desirable College Teacher," School and Society, 56, 1942, 615.

Norms held for pseudo-features of college instructors by college seniors are studied. No backgrounds are provided. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are not considered as experimental variables.

31. Lichliter, M. "Social Obligations and Restrictions Placed on Women Teachers," School Review, 54, 1946, 14-23.

This study of teacher restrictions and obligations includes data on norms for the behavior of women public school teachers attributed to the community and school board members by women public school teachers. Few backgrounds are provided, but some settings are found. Frameworks are imposed by closed-end questions. The basis for selection of these items is not specified. Cognitions are not considered as experimental variables.

32. Livingood, F. G. "Educational Research and Statistics - Estimates of High School Seniors," School and Society, 41, 1935, 550-552.

This is a study of norms held for behaviors and features of high school teachers by high school seniors. No backgrounds are provided. Frameworks are imposed by closed-end questions. The basis for selecting these items is not specified. Cognitions are not considered as experimental variables.

33. MacDonald, Marion E. "Students' Opinions as Regards Desirable and Undesirable Qualifications and Practices of Their Teachers in Teacher Training Institutions," Educational Administration and Supervision, 27, 1931, 139-146.

This is a study of norms held for pseudo-features and behaviors of college instructors by college students. No backgrounds are provided. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are not considered as experimental variables.

34. McGill, K. H. "The School Teacher Stereotype," Journal of Educational Sociology, 4, 1931, 642-650.

This is a study of expectations for pseudo-features of public school teachers by college students. No backgrounds are provided. Salient frameworks are elicited in the form of open-ended responses to a picture previously identified as a teacher's face. Cognitions are not considered as experimental variables.

35. Manwiller, L. V. "Expectations Regarding Teachers," Journal of Experimental Education, 26, 1958, 315-354.

This is a study of expectations for public school teacher behavior attributed to the community by public school teachers and board members. No backgrounds are provided. Frameworks are imposed by closed-end questions. The items were selected upon the basis of materials found in previous literature and the personal experience of the investigator. Cognitions are considered as a dependent variable.

36. Phillips, B. N. "Community Control of Teacher Behavior," Journal of Teacher Education, 6, 1955, 293-300.

A study is made of norms for public school teacher behavior attributed to the community by high school teachers. Few backgrounds are provided, but some settings are found. Frameworks are imposed with closed-end questions. These items were selected in terms of a subjective appraisal of the liklihood of community control over certain behaviors. Cognitions are considered as a dependent variable.

37. Richey, R. W. and Fox, W. H. "How Do Teachers Compare With Other Community Members?" Educational Research Bulletin, 27, 1948, 238-241, 247-248.

This study of teacher characteristics includes data on expectations held for pseudo-features of public school teachers by college students. No backgrounds are provided. Frameworks are imposed by closed-end questions. The basis for selection of these items is not specified. Cognitions are considered as a dependent variable.

38. Robbins, F. G. "Student Reaction to Teacher Personality Traits," Educational Administration and Supervision, 30, 1944, 241-246.

This is a study of norms for behaviors, pseudo-features, and features of college instructors by college students. No backgrounds are provided. Frameworks are imposed by closed-end questions. These items were selected from previously gathered open-ended responses by students. Cognitions are considered as a dependent variable.

39. Rogers, D. "Implications of Views Concerning the Typical School Teacher," Journal of Educational Sociology, 23, 1950, 482-487.

A study is made of expectations for pseudo-features of public school teachers attributed to the community by elementary school teachers and college students. No backgrounds are provided. Frameworks are imposed by closed-end questions. The basis for the selection of items is not specified. Cognitions are considered as a dependent variable.

40. Rogers, D. "A Study of the Reactions of Forty Men to Teaching in the Elementary School," Journal of Educational Sociology, 27, 1953, 24-35.

This is a study which includes data on expectations, norms, and attributed expectations for behaviors and pseudo-features of male elementary school teachers. Subjects are male elementary school teachers and the sentient object is the community. No backgrounds are provided. Frameworks are imposed by closed-end questions, but some open-ended responses are also gathered. The basis for the selection of items is not specified. Cognitions are not considered as experimental variables.

41. Seidman, J. M. and Knapp, L. B. "Teacher Likes and Dislikes of Student Behavior and Student Perceptions of These Attitudes," Journal of Educational Research, 47, 1953, 143-149.

This is a study of norms held by teachers which contains data on the norms attributed to public school teachers by public school pupils. No backgrounds are provided. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are not considered as experimental variables.

42. Smith, A. A. "What is Good College Teaching," Journal of Higher Education, 15, 1944, 216-218.

This is a study of norms held for pseudo-features and behaviors of college instructors by college students. No backgrounds are provided. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are considered as a dependent variable.

43. Smith, V. F. "What Kind of Teachers do Parents Like? What Kind of Parents do Teachers Like?" Understanding the Child, 22, 1953, 99-103.

This study includes data on norms held for pseudo-features and behaviors of public school teachers by parents. No backgrounds are provided. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are not considered as experimental variables.

44. Spears, H. "What Disturbs the Beginning Teacher," *School Review*, 53, 1945, 458-463.

This is a study of problems of beginning teachers which includes data on norms for behaviors and pseudo-features of public school teachers by college students. No backgrounds are specified. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are not considered as experimental variables.

45. Story, M. L. "Public Attitude is Changing Toward the Teacher's Personal Freedom," *Nations Schools*, 45, 1950, 69-70.

This is a study of restrictions on teachers' freedom which includes data on norms for public school teacher behavior aus-valued to public school administrators by public school teachers. No backgrounds are provided. Frameworks are imposed by closed-end questions. The basis for selecting these items is not specified. Cognitions are not considered as experimental variables.

46. Terrien, F. "Who Thinks What About Educators?" *American Journal of Sociology*, 59, 1953, 150-158.

A study is made of norms and expectations for behaviors and features of public school teachers by the lay public. No backgrounds are given. Frameworks are imposed by closed-end questions. The basis for the selection of items is not specified. Cognitions are considered as a dependent variable.

47. Tiedeman, S. C. "A Study of Pupil-Teacher Relationships," *Journal of Educational Research*, 35, 1942, 657-664.

This is a study of pupil-teacher relationships which includes data on norms for public school teacher behavior by junior high school pupils. No backgrounds are given. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are considered as a dependent variable.

48. Trabue, M. R. "Judgements by 820 College Executives of Traits Desirable in Lower Division College Teachers," *Journal of Experimental Education*, 21, 1953, 337-341.

This is a study of norms for behaviors and pseudo-features of college instructors held by college executives. No backgrounds are provided. Frameworks are imposed by closed-end questions. The basis for selection of these items is not specified. Cognitions are not considered as experimental variables.

49. Witrayol, S. L. "Age Trends in Children's Evaluation of Teacher-Approved and Teacher-Disapproved Behavior," *Genetic Psychology Monographs*, 41, 1950.

This is a study of norms attributed to public school teachers by public school pupils. No backgrounds are provided. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are considered as a dependent variable.

50. Yourglich, A. "Study on Correlations Between College Teachers' and Students' Concepts of 'Ideal-Student' and 'Ideal-Teacher,'" Journal of Educational Research, 49, 1955, 59-64.

This study includes data on norms for pseudo-features of college instructors held by college instructors and college students. No backgrounds are given. Salient frameworks are elicited in the form of open-ended responses to general questions. Cognitions are considered as a dependent variable.